

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Longfellow Middle School	01-61143-6090294	May 21, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Longfellow Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Longfellow Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

Longfellow Middle School's plan for meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs focuses on identifying and tracking specific interventions, strategies, schoolwide programs, personnel, and instructional resources to ensure the diverse needs of its academically, financially, and culturally diverse student population are met equitably and in a data-informed manner. This comprehensive approach includes regular assessment and data analysis, targeted academic and social-emotional interventions, cultural inclusivity initiatives, and continuous monitoring and evaluation to adjust strategies as needed, ensuring that every student has the support necessary to succeed.

## Educational Partner Involvement

How, when, and with whom did Longfellow Middle 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 classified staff. The school leadership team and SSC were included in reviewing the SPSA expectations, test scores, programmatic ideations, and struggles, and they were 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 finished 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.

This section is required for all schools eligible for ATSI and CSI.

Longfellow is a comprehensive middle school with five distinctive programs to enhance student experiences: Umoja, Puente, TWI Dual Immersion, and Therapeutic Home Base. These programs require additional administrative support; however, given the current enrollment, we lack the (FTE) to provide the optimal oversight.

Additionally, 55% of our student population is socioeconomically disadvantaged. While Longfellow benefits from an engaged and supportive parent community, it has a disproportionately lower number of mid/high-income families compared to its sister middle schools in BUSD. This disparity impacts Longfellow's capacity to supplement basic school services with donated funds, contributing to resource inequities.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism is currently, 22.8% which has increased 11.4%. This refers to students that are missing more than 10% of the school year.

Suspension Rates - 5.1% students have been suspended at least one day, which is a slight increase of 0.8%.

ELA is 9.8 points below standard for 414 students that tested.

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

N/A

### **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We are working with the district to improve the disproportionality in the representation of Black/African American students in Special Education (OHI: Other Health Impairment; SLD: Specific Learning Disability; ID: Intellectual Disability).

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Longfellow Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0%	0.68%	1	0	3
African American	24.57%	23.11%	19.46%	115	104	86
Asian	6.84%	6.67%	6.33%	32	30	28
Filipino	0.85%	1.33%	1.13%	4	6	5
Hispanic/Latino	44.23%	40%	39.37%	207	180	174
Pacific Islander	0.21%	0.22%	%	1	1	
White	14.53%	17.78%	23.08%	68	80	102
Multiple/No Response	8.33%	10.67%	9.95%	39	48	44
<b>Total Enrollment</b>				468	450	442

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	151	148	159
Grade 7	148	155	135
Grade 8	169	147	148
<b>Total Enrollment</b>	468	450	442

#### Conclusions based on this data:

- Nearly 70% of our student population comprises students of color, who have historically faced challenges in many educational settings. Therefore, our strategic efforts must be focused on addressing the unique needs of these students to ensure their success. By prioritizing equitable resources and support, we can create an inclusive environment that fosters academic achievement and personal growth for all students.
- Longfellow is the smallest of the three middle schools, and its enrollment has continued to decline following COVID-19 and the implementation of the new enrollment policy. This decrease poses significant challenges for maintaining diverse programs and adequate resources. Addressing this trend is crucial to ensure the sustainability and growth of Longfellow's educational offerings.
- The percentage and demographics of our students has not changed much over the years, however with the new BUSD enrollment pattern we are noticing less African American Students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	68	54	21	16.20%	14.5%	4.8%
Fluent English Proficient (FEP)	111	110	121	22.90%	23.7%	27.3%
Reclassified Fluent English Proficient (RFEP)				28.6%		

### Conclusions based on this data:

1. 12% of our students are EL's and should continue to receive targeted English Language Development (ELD) instruction. Providing focused ELD support is essential to help these students achieve language proficiency and succeed academically.
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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	140	0	144	135	0	144	135	0.0	98.0	96.4
Grade 7	171	148	145	0	140	139	0	139	139	0.0	94.6	95.9
Grade 8	162	169	143	0	160	136	0	160	136	0.0	94.7	95.1
All Grades	476	464	428	0	444	410	0	443	410	0.0	95.7	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2520.		14.58	15.56		23.61	31.11		25.69	29.63		36.11	23.70
Grade 7		2551.	2538.		17.99	13.67		33.81	31.65		23.74	25.18		24.46	29.50
Grade 8		2557.	2559.		13.13	17.65		33.13	31.62		31.88	25.00		21.88	25.74
All Grades	N/A	N/A	N/A		15.12	15.61		30.25	31.46		27.31	26.59		27.31	26.34

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		15.97	18.52		54.17	54.07		29.86	27.41
<b>Grade 7</b>		22.30	14.39		56.83	66.19		20.86	19.42
<b>Grade 8</b>		13.84	20.00		66.67	55.56		19.50	24.44
<b>All Grades</b>		17.19	17.60		59.50	58.68		23.30	23.72

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		13.89	13.33		42.36	57.78		43.75	28.89
<b>Grade 7</b>		18.71	17.27		58.27	51.80		23.02	30.94
<b>Grade 8</b>		13.84	14.71		58.49	60.29		27.67	25.00
<b>All Grades</b>		15.38	15.12		53.17	56.59		31.45	28.29

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		12.50	20.74		72.22	68.89		15.28	10.37
<b>Grade 7</b>		12.95	10.79		79.14	76.26		7.91	12.95
<b>Grade 8</b>		12.58	16.91		77.99	68.38		9.43	14.71
<b>All Grades</b>		12.67	16.10		76.47	71.22		10.86	12.68

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		13.89	16.30		69.44	71.85		16.67	11.85
<b>Grade 7</b>		20.86	19.42		64.75	61.15		14.39	19.42
<b>Grade 8</b>		22.01	21.32		66.67	67.65		11.32	11.03
<b>All Grades</b>		19.00	19.02		66.97	66.83		14.03	14.15

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**Conclusions based on this data:**

1. With 55% of 7th-grade students not meeting standards, it's evident that this cohort will require additional support and intervention as they transition to 8th grade. Tailored assistance and targeted interventions will be essential to address their academic needs and ensure they have the necessary skills to succeed in the upcoming year. By providing comprehensive support, we can help these students bridge any gaps and achieve their full potential.
2. 28% we need to strengthen our Tier 1 writing instruction and provide more opportunities for students to write, along with consistent feedback. Enhancing these areas will help improve students' writing skills and overall academic performance.
3. Research and inquiry skills are crucial for becoming proficient writers, as they involve investigating, analyzing, and presenting information effectively. With 86% of students at or near standard in this area, it indicates a solid foundation for developing strong writing abilities. By further fostering these skills, students can enhance their capacity to gather and evaluate information, leading to more robust and compelling written expression.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	140	0	144	133	0	144	133	0.0	98.0	95.0
Grade 7	171	148	145	0	140	138	0	140	138	0.0	94.6	95.2
Grade 8	162	169	143	0	158	135	0	158	134	0.0	93.5	94.4
All Grades	476	464	428	0	442	406	0	442	405	0.0	95.3	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2523.		13.19	23.31		9.03	15.04		31.94	34.59		45.83	27.07
Grade 7		2522.	2514.		16.43	16.67		17.86	17.39		28.57	24.64		37.14	41.30
Grade 8		2553.	2565.		17.09	26.87		22.15	20.15		25.95	23.13		34.81	29.85
All Grades	N/A	N/A	N/A		15.61	22.22		16.52	17.53		28.73	27.41		39.14	32.84

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		9.03	19.55		43.06	53.38		47.92	27.07
<b>Grade 7</b>		17.27	16.67		41.01	42.75		41.73	40.58
<b>Grade 8</b>		21.52	27.61		50.63	48.51		27.85	23.88
<b>All Grades</b>		16.10	21.23		45.12	48.15		38.78	30.62

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		13.19	12.78		45.83	60.90		40.97	26.32
<b>Grade 7</b>		17.14	15.22		58.57	47.83		24.29	36.96
<b>Grade 8</b>		10.76	18.66		61.39	51.49		27.85	29.85
<b>All Grades</b>		13.57	15.56		55.43	53.33		31.00	31.11

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		12.50	16.54		59.72	63.91		27.78	19.55
<b>Grade 7</b>		11.43	15.22		68.57	61.59		20.00	23.19
<b>Grade 8</b>		20.25	16.42		65.82	64.18		13.92	19.40
<b>All Grades</b>		14.93	16.05		64.71	63.21		20.36	20.74

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**Conclusions based on this data:**

1. The overall achievement in math for all students in 7th grade is significantly lower than other cohorts. This indicates a concerning gap in math proficiency that needs urgent attention. By implementing targeted interventions and tailored support strategies, we can work towards narrowing this gap and ensuring that all 7th-grade students have the opportunity to succeed in mathematics.
2. With 32% of students scoring below standards for Problem Solving & Modeling/Data Analysis, it's evident that there is a need for teachers to embed tools and strategies for solving real-world and mathematical problems into their instruction. Our math team will continue to explore performance tasks and Integrated Assessment Blocks (IAB) practice as formative assessments to support students in developing these essential skills. By incorporating practical applications and varied problem-solving approaches, we can better prepare students to excel in mathematical reasoning and analysis.

3. The consistent but incremental growth between grade levels suggests a need for the continuation or amplification of specific practices and strategies that support this growth. At Longfellow, offering math support classes for students approaching proficiency and math intervention classes for those below the benchmark reflects a targeted approach to address the needs of our most struggling math students. By providing tailored support and resources to these students, we can further facilitate their progress and ensure that they have the necessary skills to succeed in mathematics. Continued investment in these support programs is essential to sustain and enhance the positive growth trajectory observed across grade levels.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	9
7	1564.9	1588.5	1539.1	1577.3	1611.7	1552.7	1552.2	1565.1	1525.1	25	19	14
8	1580.9	1579.0	1644.4	1616.5	1603.9	1691.6	1544.9	1553.4	1596.8	15	19	12
<b>All Grades</b>										61	57	35

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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		
	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	7.14	26.09	31.58	64.29	26.09	15.79	21.43	4.35	0.00	7.14	23	19	14
8	35.71	31.58	83.33	35.71	42.11	16.67	14.29	21.05	0.00	14.29	5.26	0.00	14	19	12
<b>All Grades</b>	39.29	35.09	48.57	33.93	42.11	37.14	17.86	19.30	11.43	8.93	3.51	2.86	56	57	35

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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	35.71	26.09	26.32	50.00	21.74	0.00	14.29	0.00	0.00	0.00	23	19	14
8	50.00	52.63	100.0	35.71	42.11	0.00	14.29	5.26	0.00	0.00	0.00	0.00	14	19	12
<b>All Grades</b>	55.36	56.14	71.43	30.36	40.35	22.86	12.50	3.51	5.71	1.79	0.00	0.00	56	57	35

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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	0.00	21.74	42.11	28.57	34.78	31.58	35.71	21.74	10.53	35.71	23	19	14
8	7.14	0.00	33.33	28.57	57.89	33.33	35.71	26.32	33.33	28.57	15.79	0.00	14	19	12
All Grades	14.29	8.77	17.14	25.00	38.60	37.14	39.29	40.35	28.57	21.43	12.28	17.14	56	57	35

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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	14.29	65.22	68.42	64.29	13.04	5.26	21.43	23	19	14
8	35.71	26.32	66.67	57.14	47.37	33.33	7.14	26.32	0.00	14	19	12
All Grades	27.27	24.56	40.00	60.00	59.65	51.43	12.73	15.79	8.57	55	57	35

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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	78.57	21.74	0.00	21.43	0.00	0.00	0.00	23	19	14
8	78.57	94.74	100.00	21.43	5.26	0.00	0.00	0.00	0.00	14	19	12
All Grades	85.45	94.74	88.57	14.55	5.26	11.43	0.00	0.00	0.00	55	57	35

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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	0.00	34.78	57.89	57.14	34.78	21.05	42.86	23	19	14
8	42.86	21.05	58.33	14.29	47.37	25.00	42.86	31.58	16.67	14	19	12
<b>All Grades</b>	26.79	19.30	28.57	32.14	52.63	42.86	41.07	28.07	28.57	56	57	35

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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	0.00	78.26	89.47	78.57	13.04	0.00	21.43	23	19	14
8	0.00	0.00	33.33	78.57	94.74	66.67	21.43	5.26	0.00	14	19	12
<b>All Grades</b>	7.41	7.02	17.14	81.48	87.72	74.29	11.11	5.26	8.57	54	57	35

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**Conclusions based on this data:**

1. The overall language percentage of students performing at level 4 has shown significant improvement, increasing from 35% to 49%. This upward trend indicates a commendable enhancement in language proficiency among our students.
2. With 91% of our students at a level of Well Developed or Somewhat/Moderately in the Writing domain, we can celebrate a strong performance in this area.
3. With 89% of students demonstrating proficiency in the Speaking and Listening domain, it's evident that our efforts to incorporate more opportunities for verbal communication have been successful. By providing students with ample chances to engage in conversations and express themselves verbally, we've fostered their ability to demonstrate understanding effectively. This achievement highlights the importance of active participation and dialogue in enhancing speaking and listening skills. Moving forward, we will continue to prioritize such opportunities to ensure continued growth and proficiency in this domain.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>450</b>	<b>50.7</b>	<b>12</b>	<b>0.9</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	12
Foster Youth	4	0.9
Homeless	19	4.2
Socioeconomically Disadvantaged	228	50.7
Students with Disabilities	75	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	104	23.1
Asian	30	6.7
Filipino	6	1.3
Hispanic	180	40
Two or More Races	48	10.7
Pacific Islander	1	0.2
White	80	17.8

### Conclusions based on this data:

- With 51% of our students identified as socio-economically disadvantaged, it's imperative to have specific supports and practices in place to address their unique needs and challenges. This includes targeted interventions aimed at



improving attendance, managing behavior, and promoting wellness. By implementing strategies such as mentorship programs, counseling services, and community partnerships, we can provide holistic support to students facing socio-economic barriers. Additionally, initiatives focused on family engagement and resource accessibility can further enhance the support network for these students. Through a comprehensive approach, we can help mitigate the impact of socio-economic disparities and ensure all students have equal opportunities for success.

2. With 40% of our student population identifying as Hispanic, this group represents the largest subgroup within our school community. Recognizing and celebrating the diversity within our student body is crucial for fostering an inclusive and supportive learning environment. It's essential to implement culturally responsive teaching practices and provide resources that cater to the specific needs and strengths of Hispanic students
3. With 17% of our students having learning disabilities, it's essential to provide tailored support and accommodations to address their individual needs.

# School and Student Performance Data

## Overall Performance

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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Chronic absenteeism continues to be a struggle for some students, but this year, we've implemented several strategies to address this challenge. We've strengthened our School Attendance Review Team (SART) process to identify and support students with attendance issues more effectively. Additionally, we've increased rewards and incentives to motivate students to improve their attendance habits. Celebrating improved attendance and creating personalized attendance plans in collaboration with students and families have also been key components of our

approach. By fostering a supportive and proactive environment, we aim to reduce chronic absenteeism and ensure that all students have the opportunity to thrive academically and socially.

2. With suspension rates currently at around 5%, it's encouraging to see a downward trend, but there's still room for improvement. To further reduce the number of suspensions, we're committed to embedding restorative practices and alternative means of addressing behavioral issues within our school-wide discipline and behavior plan.
3. With the overall performance in English Language Arts currently at the orange level, there's a clear opportunity for growth at our site. To enhance reading fluency and comprehension for all students, we're focusing on providing Tier 1 instruction with additional supports. Additionally, we're implementing targeted reading support and interventions for focal students who may require extra assistance in this area.

# School and Student Performance Data

## Academic Performance English Language Arts

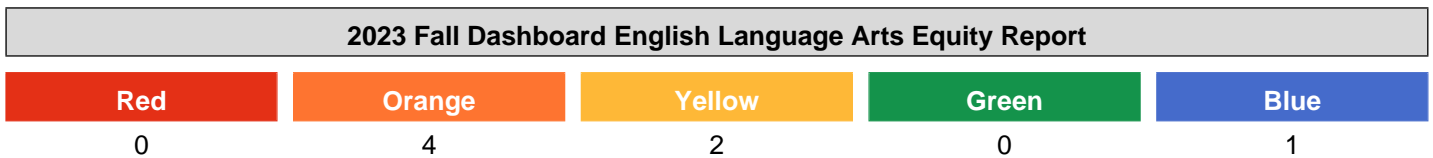
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>9.8 points below standard</p> <p>Maintained +2.7 points</p> <p>414 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>48.9 points below standard</p> <p>Increased Significantly +15.5 points</p> <p>78 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>88.9 points below standard</p> <p>Increased +12.7 points</p> <p>21 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>46.5 points below standard</p> <p>Decreased -3 points</p> <p>217 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>103.4 points below standard</p> <p>Increased Significantly +19.7 points</p> <p>77 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 60.9 points below standard Maintained -0.6 points 98 Students	 No Performance Color 0 Students	27.1 points below standard Increased Significantly +26.6 points 30 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19 points below standard Maintained +1.1 points 171 Students	 Yellow 9.3 points above standard Decreased Significantly - 22.8 points 40 Students	Less than 11 Students 1 Student	 Blue 71.4 points above standard Maintained +1.5 points 69 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.4 points below standard Increased +3.4 points 20 Students	33.2 points below standard Decreased -7.9 points 58 Students	13 points below standard Decreased -4.2 points 262 Students

#### Conclusions based on this data:

1. With current English Learner (EL) students falling 94 points below standards, it's evident that targeted interventions are needed to support their academic growth. To address this gap, we're implementing a new standards-based curriculum tailored to the needs of EL students. Additionally, we're providing comprehensive training for all teachers on AVID (Advancement Via Individual Determination) strategies and Constructing Meaning approaches, which are proven methods for supporting language development and academic success.
2. Addressing the challenges faced by students with learning disabilities in reading and writing, our school has implemented specialized reading classes led by case managers. These classes incorporate evidence-based programs such as Lexia and Wilson, which are specifically designed to support students with learning difficulties.

# School and Student Performance Data

## Academic Performance Mathematics

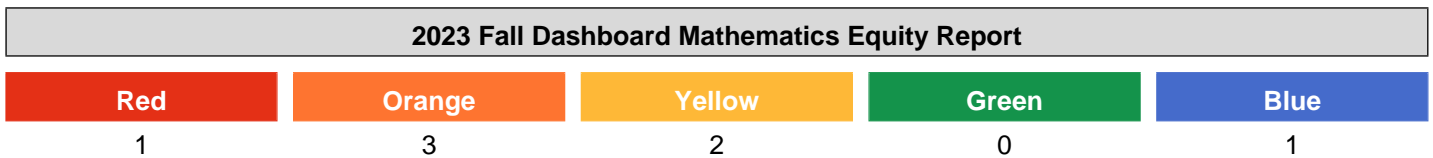
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 33.9 points below standard Increased Significantly +15 points 409 Students	<b>English Learners</b>  Orange 84.8 points below standard Maintained +1.1 points 78 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> 141.8 points below standard Increased Significantly +19.7 points 20 Students	<b>Socioeconomically Disadvantaged</b>  Orange 81.8 points below standard Maintained -1 points 216 Students	<b>Students with Disabilities</b>  Orange 138.8 points below standard Increased Significantly +24.1 points 77 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 111.3 points below standard Maintained +1.6 points 98 Students	 No Performance Color 0 Students	48.5 points below standard Increased Significantly +29.4 points 30 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.2 points below standard Increased Significantly +15.8 points 171 Students	 Yellow 0.6 points below standard Decreased -3.5 points 39 Students	Less than 11 Students 1 Student	 Blue 52.5 points above standard Increased +12.4 points 69 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
167.8 points below standard Decreased Significantly -51.4 points 20 Students	56.1 points below standard Decreased -5.4 points 58 Students	39.5 points below standard Increased +9.3 points 261 Students

#### Conclusions based on this data:

1. The significant performance gaps, with African American students subgroup being 112 points below standards and students with disabilities falling 138 points below standards, highlight the urgent need to address disparities in academic achievement. The failure to create culturally responsive and differentiated actions to support these students has contributed to these gaps.
2. The 15.8-point increase for Latino students and the 24-point increase for students with disabilities are clear indicators of progress in addressing their academic needs.
3. Math support and intervention classes play a crucial role in supporting students' development of fluency and understanding in mathematics. These classes provide targeted instruction and additional practice opportunities to address specific areas of difficulty for students. By focusing on building foundational skills, reinforcing key concepts, and providing personalized support, math support and intervention classes help students strengthen their mathematical abilities and improve their overall performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

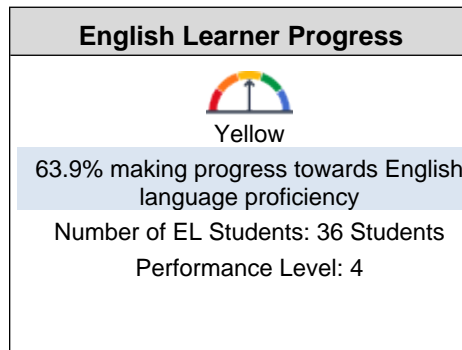
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
5	8	6	15

#### 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. 64% of EL's are making progress towards proficiency.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 22.8% Chronically Absent Increased Significantly 11.4 456 Students	<b>English Learners</b>  Orange 20% Chronically Absent Increased 11.3 55 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> 27.3% Chronically Absent Increased 2.3 22 Students	<b>Socioeconomically Disadvantaged</b>  Red 25.8% Chronically Absent Increased Significantly 13.4 240 Students	<b>Students with Disabilities</b>  Red 30.6% Chronically Absent Increased 18.6 85 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 28.7% Chronically Absent Increased 11.2 108 Students	 No Performance Color 0 Students	 Orange 12.9% Chronically Absent Increased 9.9 31 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.5% Chronically Absent Increased Significantly 10.1 181 Students	 Red 28.3% Chronically Absent Increased 20.8 46 Students	Less than 11 Students 1 Student	 Orange 19.3% Chronically Absent Increased 12.5 83 Students

**Conclusions based on this data:**

1. 11% increase in chronic absenteeism, particularly attributed to factors such as COVID-related issues, sickness, and mental health needs.
2. 30.6% of students with disabilities are chronically absent, marking a 19% increase from the previous year.
3. The chronic absenteeism rate has increased across all subcategories of race/ethnicity.

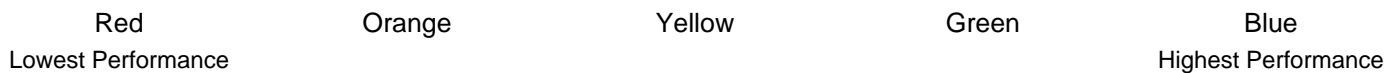
# School and Student Performance Data

## Academic Engagement Graduation Rate

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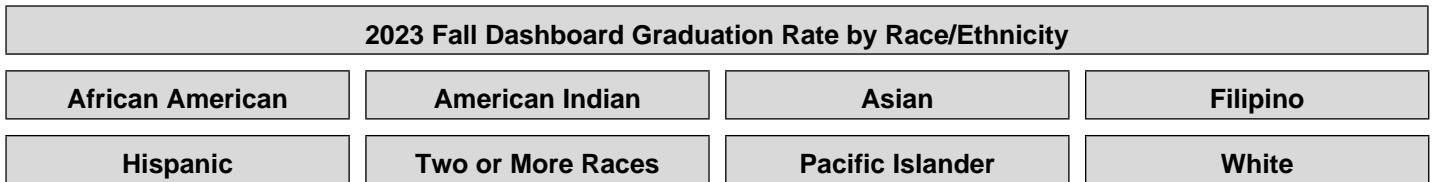
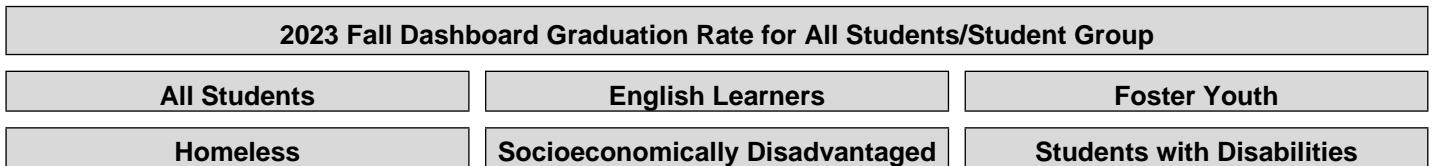
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This section provides number of student groups in each level.



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

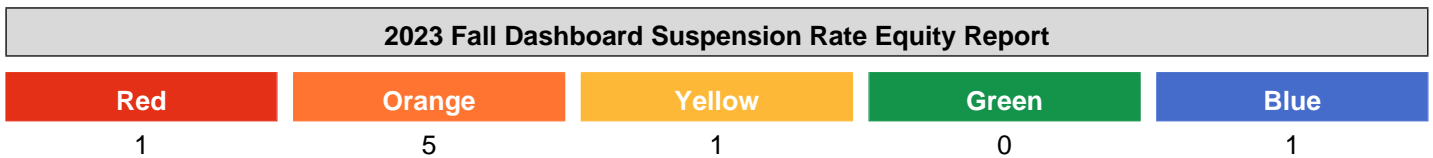
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.1% suspended at least one day</td> </tr> <tr> <td>Increased 0.8 474 Students</td> </tr> </tbody> </table>	All Students	 Orange	5.1% suspended at least one day	Increased 0.8 474 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.5% suspended at least one day</td> </tr> <tr> <td>Increased 3.5 57 Students</td> </tr> </tbody> </table>	English Learners	 Orange	3.5% suspended at least one day	Increased 3.5 57 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 4 Students	
All Students													
 Orange													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">31.8% suspended at least one day</td> </tr> <tr> <td>Increased 31.8 22 Students</td> </tr> </tbody> </table>	Homeless	31.8% suspended at least one day	Increased 31.8 22 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.3% suspended at least one day</td> </tr> <tr> <td>Increased 2.1 248 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	7.3% suspended at least one day	Increased 2.1 248 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.6% suspended at least one day</td> </tr> <tr> <td>Increased 6.1 88 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	13.6% suspended at least one day	Increased 6.1 88 Students
Homeless													
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 11.6% suspended at least one day Increased 1.9 112 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.2% suspended at least one day Maintained -0.2 185 Students	 Orange 8.2% suspended at least one day Increased 5.8 49 Students	Less than 11 Students 1 Student	 Orange 3.5% suspended at least one day Increased 0.8 86 Students

**Conclusions based on this data:**

1. At Longfellow, we embrace restorative practices as an alternative to suspension. We have a dedicated restorative justice counselor who collaborates closely with administration to develop restorative interventions when students have not followed the school discipline policies.
2. With 11.6% of African American students experiencing at least one suspension, which is the highest subgroup, we are committed to collaborating with the African American Success Framework to implement culturally relevant teaching strategies aimed at supporting black students.
3. At Longfellow, we implement Positive Behavior Intervention Supports (PBIS) in our classrooms to promote positive behavior among students. Both students and staff have clear expectations and rewards for meeting those expectations. Additionally, we utilize a progressive consequence ladder to support students who may struggle with behavior management, ensuring that interventions are fair and consistent.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### High Quality Instruction and Curriculum

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Disparity in academic achievement across subgroups

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher observation and evaluation	All teaching and support staff will be observed and/or evaluated and given feedback to improve and support teaching practice.	Teacher will deliver district provided standards aligned curriculum with fidelity
STAR Math and Reading District Assessments	57% of our rising 7th/8th Graders are below grade level on the Spring Star reading assessment.  Between 55% and 66% of our rising 7th/8th Graders are below grade level on the Spring Star Math assessment.	Students will improve by 20%, or make 2 or more years growth in english and math.
Smarter Balanced Summative Assessment- ELA and Math	Overall, students 9.8 points below the standard  African American students are 46.5 points below standard Students with Disabilities are 103.4 points below the standard Socioeconomically Disadvantaged 46.5 below standard	Students will improve by 20%, or make 2 or more years growth in english and math.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase the collection of diverse characters and themes in reading classes by purchasing more diverse literature circle book sets. (BSEP \$10,176)	All students	10,176 BSEP 4300 Materials and Supplies
1.2	The RTI Coordinator (1.0 FTE), Lit Coach (.60 FTE), and Vision Scholar/ELD Coordinator (.40 FTE) will provide quality implementation of the Multi-Tiered System of Support, Support Intervention Program fidelity, teaching coaching, and classroom observation to monitor high-quality classroom instruction and curriculum.	All Students, vision scholars	District Allocation
1.3	Provide teachers with quality Professional Development focusing on Culturally Responsive Teaching Practices. We will strategically support Grade-level & Department Teacher Leaders to participate in Instructional Leadership and Culture & Climate Teams to vet and develop instructional & cultural practices around goals and PD. (7000 BSEP shared with below, Teacher Hourly/Curriculum Development) (5,000 BSEP Carryover)  Teacher hourly for staff to plan together after school and offer intervention and tutoring office hours to students after school (7000 BSEP shared with above; Teacher Hourly PD/CD, 10,000 BSEP Carryover)	All Students	7000 BSEP 1116 Certificated Hourly  10000 BSEP Carryover 1116 Certificated Hourly  5000 BSEP Carryover
1.4	Increase teacher capacity for student-centered practices rooted in culturally responsive pedagogy.  Begin the school year with an additional one-day retreat, introducing culturally relevant strategies and practices, a yearlong PD calendar, and schoolwide goals. PD topics will include culturally relevant teaching strategies, Restorative Justice, AVID strategies, Constructing Meaning, and data/assessment. (7000 BSEP, Teacher Hourly PD/CD, 10,000 BSEP Carryover)  7th and 8th Grade students will engage in college prep programs Puente and AVID and attend college visits. We will offer four sections of Puente and 2 sections on AVID.	All students	
1.5	Be A Scientist Curriculum (1500 BSEP Carryover)	All students	1500 BSEP Carryover
1.6	Support teacher understanding of the curriculum by providing increased collaboration time and targeted training.	All students	



	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		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This year, Longfellow implemented several key initiatives to enhance academic support, cultural responsiveness, and student success. Here is an evaluation of these efforts. At Longfellow, we provide culturally responsive, integrated, and designated reading supports and practices for all students. This approach ensured that our reading programs were inclusive and catered to the diverse needs of our student population. We offered directed English Language Development support specifically for our EL students, which resulted in several students reclassifying from the ELD class. This reclassification indicates significant progress in their English language proficiency.

Students at Longfellow met their math and reading growth goals, demonstrating the effectiveness of our instructional strategies and interventions. Students took advantage of office hours to receive extra support and retake tests. This opportunity provided them with additional help and a chance to improve their understanding and performance in various subjects. All math teachers will offer one period of math support to work with students approaching proficiency to provide a preview, review, and re-teaching opportunities.

Longfellow hosted over 15 sessions of professional development (PD) in collaboration with the BUSD African American Success Framework as an Early Adopter School. This PD focused on enhancing the skills of our educators to support African American students better and promote their success.

We successfully implemented several school frameworks, including:  
 AVID Schoolwide- Promoted college readiness and success for all students.  
 Two-Way Immersion- Fostered bilingualism and biliteracy in English and a second language.  
 Puente Program- Supported college preparation and success, particularly for Latino students.  
 Umoja Program- Provided culturally relevant support and mentoring for African American students.

We organized visits to two colleges, the University of Southern California (USC) and the University of California, Berkeley. These visits exposed students to higher education environments and inspired them to set and achieve their college goals.

Longfellow's implementation of our site plan and goals has been highly successful. The progress in reading and math, reclassification of EL students, and robust professional development are all testament to the dedication and effectiveness of our staff. Additionally, successfully implementing various school frameworks and college visits has further enriched our students' educational experience. We aim to build on these achievements to continue providing an inclusive, supportive, and academically rigorous environment for all students.

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

We had a reduction in the contract per the vendor's request. We offered the BGU affinity space for African American girls in partnership with Collaboration and provided direct service to the students; however, we reduced staff and admin consultation. We will not offer additional 6th-grade ela/history core to reduce class size or math support. In reviewing the data, we found that students need more math intervention, so we are adding two sections to improve math outcomes.

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.

As we look ahead to the next academic year, Longfellow is committed to further enhancing our educational offerings and support systems. Our focus will be on expanding our curriculum and increasing support for both reading and math interventions.

We plan to purchase supplemental curriculum resources to enrich our current offerings. This will provide teachers with additional tools and materials to support diverse learning needs and enhance student engagement. To foster a more inclusive and representative reading experience, we will increase the collection of diverse characters and themes in our reading classes. This will involve purchasing more diverse literature circle book sets, allowing students to see themselves and others reflected in the stories they read. This initiative aims to:

Promote cultural awareness and empathy among students. Encourage a love of reading by providing relatable and diverse content. Support the development of critical thinking skills through exposure to various perspectives.

To address and improve math proficiency, we plan to increase the amount of math intervention using a new program called Math 180. Provide targeted support for students who are struggling with math concepts. Utilize a blended learning model that combines personalized instruction with adaptive technology. Track student progress and provide data-driven insights to inform instruction.

Longfellow is dedicated to continuous improvement and the success of all our students. By investing in supplemental curriculum resources, increasing the diversity of our literature offerings, and implementing the Math 180 program, we aim to create a more inclusive and supportive learning environment. These initiatives will help us to better meet the diverse needs of our students and prepare them for future academic success.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Cultural and Linguistic Responsiveness

End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide necessary and timely academic interventions.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Absenteeism	23% school wide	If we continue to provide culturally responsive activities and Tier 1 practices that include targeted actions, we will decrease chronic absenteeism by 50% 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:
STAR and Smarter Balance Assessments	Overall, students 9.8 points below the standard  African American students are 46.5 points below standard Students with Disabilities are 103.4 points below the standard Socioeconomically Disadvantaged 46.5 below standard	Students will improve by 20%, or make 2 or more years growth in english and math.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>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</p> <p>2. Create a targeted outreach plan for Longfellow African American students for the school year academic intervention geared toward African American students</p> <p>3. Continue Black Girls United engagement sessions with a focus on social-emotional learning (Collaboration contract, BSEP \$3,000 and BSEP Carryover \$10,000)</p> <p>4. Continue the UMOJA program with a focus on student engagement</p> <p>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</p>	Black students, all students.	<p>3000 BSEP</p> <p>10000 BSEP Carryover</p>
2.2	All students two or more years behind in Reading will be recommended to take Reading Intervention for at least a semester of Fluency-based work in the Rewards/SIPPS curriculum supported by Lexia.	Socio-Economically Disadvantaged, African-American, EL, Students with Disabilities	
2.3	All students two or more years behind in Math will be recommended to take Math Intervention (Math 180) for at least a semester of early skills intervention. (LCAP)	Socio-Economically Disadvantaged, African-American, EL, Students with Disabilities	
2.4	Master schedule will include a 25-minute block advisory/tutorial four days/a week to support students and provide academic counseling. We will purchase and train teachers on the new advisory curriculum. (BSEP 3000)	all students	3000 BSEP
2.5	Teacher will provide Extended Day Intervention Tutoring ( BSEP Teacher Hourly Clubs & Intervention 12,000)	all students	
2.7	COS teams will monitor the placement of focus and vision scholars and refer students to cycle for RTI if needed for extra support. The RTI coordinator and other staff will teach a math intervention class to teach foundational skills. This will be offered for all grades. ( RTI, LCAP, .90FTE)	Socio-Economically Disadvantaged, African-American, EL, Students with Disabilities	
2.8	English Language Development Supports for our EL students. Integrated Supports:	EL students	

	<ul style="list-style-type: none"> <li>• AVID EXCEL to support LTELs for 7th and 8th</li> <li>• 2 sections of Designated ELD classes</li> <li>• Program Coordinator to support ELPAC and monitor RFEP students</li> </ul> (LCAP, .80 FTE)		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This year, our focus at Longfellow was to provide necessary and timely academic interventions. Our strategies were specifically targeted to meet the needs of all students, including those who required additional support. To achieve this, we offered various programs, including ELD/ALD, AVID XL, AVID, ELA support, math support, and various intervention programs. These offerings ensured that students received the appropriate assistance to enhance their learning outcomes. For students who demonstrated mastery in specific areas, we provided the option to enroll in elective classes or switch between math and reading, thus ensuring continuous and tailored academic growth.

In addition to academic interventions, we prioritized culturally relevant professional learning for our staff. This initiative aimed to create inclusive learning environments for African American students. We commenced the school year with a one-day retreat focused on introducing culturally relevant strategies and practices. This retreat established our yearlong professional development (PD) calendar, which outlined our schoolwide goals. We conducted monthly PD sessions throughout the year covering culturally relevant strategies, Restorative Justice practices, and AVID strategies. These sessions were instrumental in equipping our teachers with the skills and knowledge necessary to support all students effectively.

Furthermore, we acquired materials tailored to students' grade levels and departmental needs. A notable addition was the "Be a Scientist" curriculum and program for our 7th-grade students. This program provided a hands-on, inquiry-based science learning experience that engaged students and enhanced their understanding of scientific concepts.

Our efforts to provide necessary and timely academic interventions have been successful. The range of supports and flexible course enrollment options ensured every student received the help they needed to succeed. The culturally relevant professional learning initiatives have created a more inclusive and supportive classroom environment. Moving forward, we will continue building on these strategies to improve student learning and engagement.

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.

Next year, the district is piloting a reading intervention program called REWARDS and SIPPS. This program is a short-term reading intervention solution specifically developed for Grades 4-12 readers. It is a powerful, research-validated program designed for adolescents struggling to read long, multisyllabic words and comprehend content-area text. With explicit, teacher-led instruction, this intervention equips students with new skills to become successful readers. As a result of this change, we will no longer be offering the Read 180 curriculum.

In addition, we will offer two math intervention classes for 6th graders and have shifted the support model to focus on 7th and 8th graders who are close to proficient. This adjustment aims to provide targeted support where needed, helping students bridge the gap to proficiency and achieve academic success.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Welcoming and Inclusive School Climate

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals for Counseling	Between 70-80 receive direct counseling either group or individual.	Students receiving direct counseling services as a result
Suspension Rates	5.1% suspended at least one	We will decrease this hby half and practice alternative means to suspension such as RJ projects, community services, and counseling.
Office Discipline Referrals	N/A	Piloting new system in Infinite Campus transferring from paper to electronic for better data rendering.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Comprehensive incentives and academic programs in response to chronic absenteeism are needed to change the disproportionate levels of absenteeism actively.  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	all students, social economically disadvantaged students	56,567 BSEP  10000 BSEP Carryover

	<p>a welcoming school. This includes childcare and food, which will be provided so that the parent participants have the maximum number of participants. (\$1075 Parent Involvement /Title I) Material and supplies (Title I \$570)</p> <p>School-wide and special events (Culture Team) ( BSEP Teacher CD, 7,000)</p> <p>Grade-level Academic field trips. ( BSEP Carryover 10,000, Transportation)</p> <p>Provide strategic access and support for the Garden program to reach a larger functional capacity. Full-time Garden Teacher ( .50 FTE BSEP 56,567) (.10 FTE PTA \$11,313)</p> <p>After-school enrichment classes such as STEM and tutoring will support the 7th-period day transition for students. (10,000, BSEP carry over)</p>		<p>10000 BSEP Carryover</p> <p>570 Title I A - Basic Funding 4300 Materials and Supplies</p> <p>11313 PTA</p>
<b>3.2</b>	<p>Ongoing professional and leadership development</p> <p>Decolonizing classroom workshops and focusing on community building through AVID, Puente, BSU, GSA, RJ Mentors, Raza Youth, AAPI, and others.</p> <p>Collecting observational data about climate and culture in the classroom through walk-throughs.</p> <p>Utilizing data to make PD decisions and implementing new classroom strategies.</p> <p>Review CPI practices and de-escalation strategies to maintain safe classroom</p>	All students	
<b>3.3</b>	<p>Create integrated and targeted goals and action plans for African American students and families.</p> <p>Identify Longfellow families to invite to participate in the BUSD African American Success Advisory Committee.</p> <p>Sponsor quarterly Longfellow family engagement evenings specifically targeted to African American families to encourage participation in school-wide and district committees.</p> <p>Launch a “Black-to-School” event to enlist parent support at the beginning of the school year.</p> <p>Host an African American Village event to celebrate families and reinforce parent engagement.</p>	Black students, all students	
<b>3.4</b>	<p>Support teachers in creating welcoming and culturally relevant classrooms.</p> <p>Develop School-wide agreements and community values through Restorative Practices (beliefs,</p>		<p>12000 BSEP</p>



	values, actions) (.87 FTE and .13 FTE, RJ Coordinator )  Teachers will advise clubs/affinity/peer mentoring. (Teacher Hourly Clubs & Intervention, 12,000) (Classified support 2,000 BSEP) Classified Hourly, BSEP Carryover 5000)		2000 BSEP  5000 BSEP Carryover 2116 Classified Hourly
3.5	Work with OFEE Specialists to strengthen home-to-school connections by engaging the community, families, and extended families. We will focus on:  Welcome Back Fair Heritage Celebrations/ Events Monthly meetings with SSC, PTA, and Parent affinity groups ( 1,075, Title I Parent Involvement) Parent classes, education/family academic workshops, and events such as Lit night.		1,075 Title I A - Parent Involvement
3.6	<ul style="list-style-type: none"> <li>Support student capacity to develop social competencies such as self-awareness, self-management, relationship skills, social skills, social awareness, and responsible decision-making.</li> </ul> <p>Student Wellness and Counseling Support ( BSEP 31,964 Title I (95,892) /Mental Health Counselor)</p> <ul style="list-style-type: none"> <li>Wellness Center Activities: Individual Counseling, Check-ins, Psycho-education Groups</li> <li>RJ-StudentCoordinator Conflicts (.87 FTE and .13 FTE)</li> <li>Academics: Quarterly Tiger Up, Focal Group of 1's, and student check-in</li> </ul>		31964 BSEP  95,892 Title I A - Basic Funding
3.7	Develop MTSS systems that contribute to the engagement and inclusion of all students and the community. elements will include: <ul style="list-style-type: none"> <li>Implementation of Positive Behavior Incentive System PBIS)</li> <li>Weekly Coordination Of Services Team Meetings (COST)</li> <li>Daily Social Emotional Learning (SEL) Lessons ( BSEP 3,000)</li> <li>Climate and Culture Team</li> </ul>		
3.8	Develop a School Safety Team Traffic		38130 BSEP

	Supervision Campus Aid (BSEP 38,130) Crisis Prevention Emergency Disaster Preparedness- Drills and Protocols		
3.9	Reserve for Personnel Variance: \$6,333 from BSEP; \$4,795 from Title I; \$566 from PTA		6333 BSEP  4795 Title I A - Basic Funding  566 PTA

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This year, our school implemented several initiatives as part of our site plan to enhance social-emotional learning, family engagement, and overall student experience. Our Advisory Second Step Program received overwhelmingly positive feedback from teachers, families, and students. This program focused on social-emotional learning and contributed to fostering a supportive school environment. The feedback indicates that students felt more understood and supported, which positively impacted their overall well-being and academic performance.

The establishment of a Culture and Climate Team was a significant step towards improving our school's environment. This team, comprised of dedicated teachers and staff, successfully:  
 Advised on school-wide events, ensuring they were inclusive and engaging.  
 Created advisory workbooks for students, providing structured and meaningful activities that supported their growth.  
 Improved our Positive Behavioral Interventions and Supports (PBIS) systems, resulting in better behavior management and a more positive school culture.

English Learner Teacher on Special Assignment (EL TSA):  
 Our EL TSA played a crucial role in supporting the English Learner Advisory Committee (ELAC) and family engagement. Key accomplishments include:  
 Strengthening connections with families through various initiatives and communication channels.  
 Running three parent affinity groups, which fostered community and provided a platform for parents to support each other.  
 Hosting our first-ever Literacy Night, which was a significant success and saw record-breaking attendance.

Student Activities and Trips:  
 Student activities and trips were a highlight of the year, contributing to student engagement and relationship building: 105 students participated in the annual 8th-grade Yosemite camping trip, providing a memorable and educational experience.  
 Both 6th and 7th grades had end-of-year trips, which were instrumental in celebrating achievements and fostering stronger relationships among students.

Counseling Support:  
 Our counselors continued to provide crucial support to students, addressing their social-emotional needs and helping them navigate academic challenges. Their efforts were integral to the overall success of our programs and the well-

being of our students. Overall, the implementation of our site plan and goals this year has been highly successful. The positive feedback from all stakeholders highlights the effectiveness of our programs and initiatives. Moving forward, we will continue to build on these successes, refine our approaches, and strive to provide an even better learning environment for our students.

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.

Develop a School Safety Team

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p>	All	0

	On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.		
4.2	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p>	All	0
4.3	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The site evaluated the previous year's SPSA in collaboration with our SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2024-2025 SPSA.

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 expenditure

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.

This will continue to be a priority.

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness:  Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE):  Site Staff to provide support in three main focal areas:	Students Experiencing Homelessness	0

	<p>1) Establishing links between home and school for academic success</p> <p>2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students</p> <p>3) Promoting attendance and access to health services</p>		
<b>5.3</b>	<p>Intervention Services for Students Experiencing Homelessness</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance. On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This year, we successfully collaborated with our counselors, Vision Scholar mentors, and the Office of Family Engagement and Equity (OFEE) to ensure that students experiencing homelessness received the necessary support and intervention. Our OFEE specialist played a crucial role in improving home-to-school communication, which was instrumental in providing consistent support for these students. Additionally, the specialist actively participated in SSC, PTA, and affinity groups, further strengthening the connections between home and school.

Through these efforts, we were able to create a more inclusive and supportive environment for students experiencing homelessness. By working closely with our partners and implementing our strategies and activities as planned, we ensured that these students had access to the resources and support they needed to succeed academically and personally.

Overall, the implementation of Goal 4 was a success. The dedicated efforts of our staff and partners made a significant positive impact on the lives of our students experiencing homelessness, highlighting the importance of collaboration and comprehensive support systems. Moving forward, we will continue to build on these strategies to maintain and enhance the support for all our students

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 expenditure

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





# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$335,881.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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	\$170,170.00
BSEP Carryover	\$51,500.00
PTA	\$11,879.00
Title I A - Basic Funding	\$101,257.00
Title I A - Parent Involvement	\$1,075.00

Subtotal of state or local funds included for this school: \$335,881.00

Total of federal, state, and/or local funds for this school: \$335,881.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	170,170.00
BSEP Carryover	51,500.00
PTA	11,879.00
Title I A - Basic Funding	101,257.00
Title I A - Parent Involvement	1,075.00

## Expenditures by Budget Reference

Budget Reference	Amount
	129,788.00
1116 Certificated Hourly	17,000.00
2116 Classified Hourly	5,000.00
4300 Materials and Supplies	10,746.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	152,994.00
1116 Certificated Hourly	BSEP	7,000.00
4300 Materials and Supplies	BSEP	10,176.00
	BSEP Carryover	36,500.00
1116 Certificated Hourly	BSEP Carryover	10,000.00
2116 Classified Hourly	BSEP Carryover	5,000.00
	PTA	11,879.00

	Title I A - Basic Funding	100,687.00
4300 Materials and Supplies	Title I A - Basic Funding	570.00
	Title I A - Parent Involvement	1,075.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,676.00
Goal 2	16,000.00
Goal 3	286,205.00
Goal 4	0.00
Goal 5	0.00

# 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
Molly Christensen	Parent or Community Member
James Schultz	Parent or Community Member
Karla Schlags	Parent or Community Member
Sophina Jones (Alternate)	Parent or Community Member
Jen Johnson (Alternate)	Classroom Teacher
Forest Borie	Classroom Teacher
Susannah Bell	Classroom Teacher
Juliana Jones	Classroom Teacher
Melina Landry	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**

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 20, 2024.

Attested:



Principal, Salita Mitchell on 6/5/24

SSC Chairperson, Humberto Reyes on 6/5/24

Kathy Fleming  
Director of Local Resources

  
Signature

6-6-24  
Date

Jill Hoogendyk  
Associate Superintendent of Educational Services

  
Signature

6-6-24  
Date

