School Year: **2026-27**

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 12, 2026	June 17, 2026

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

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

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

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

This plan is being used by 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 the Every Student Succeeds Act (ESSA) planning requirements—aligned with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs—centers on identifying and tracking specific interventions, strategies, schoolwide programs, personnel, and instructional resources to equitably meet the needs of its academically, financially, and culturally diverse student population. This comprehensive, data-informed approach includes regular assessments and data analysis, targeted academic and social-emotional interventions, culturally inclusive practices, and ongoing monitoring and evaluation. These efforts ensure that all students receive the support they need to thrive.

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 Council (SSC) was established through an election process in early September and includes a balanced representation of parents/guardians, teachers, the principal, and classified staff. Both the SSC and the school leadership team participated in a comprehensive review of the School Plan for Student Achievement (SPSA), including an analysis of student test scores, current programs, identified challenges, and future planning ideas. Input was gathered from both groups regarding historical context, prior actions taken, and lessons learned.

The leadership team conducted a detailed evaluation of the previous SPSA, identifying successful strategies, areas needing improvement, and recommended next steps. Following this, both the SSC and the leadership team completed a final review and provided suggested revisions to inform the development of the updated SPSA.

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 offering distinctive programs designed to enhance student experiences: the Two-Way Immersion (TWI) Spanish Dual Language Program, Puente, AVID (Advancement Via Individual Determination), and Therapeutic Home Base (THB).

Puente and AVID support students in developing strong study habits, academic confidence, and readiness for college and career. The Therapeutic Home Base program provides an intentionally smaller, structured learning environment tailored to support students in Special Education who experience significant social-emotional needs, including school refusal and anxiety. THB aims to foster connection, consistency, and personalized support, helping students gradually transition back to general education settings when appropriate. The goal is to meet students' emotional and academic needs in a supportive setting that prevents further disengagement from school.

These specialized programs require robust administrative oversight to be effective. However, given our current enrollment, we do not have adequate administrative capacity to fully support and manage the demands of these high-need programs.

Longfellow is also a Vision School and has been identified by the district for Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis). As part of this work, we are collaborating with the Director of Special Education and other district leaders to improve outcomes for African American students. Our goal is to strengthen early interventions and support systems so that students receive the help they need before being referred to Special

Education. This includes increasing access to tiered academic and behavioral supports, strengthening family partnerships, and addressing systemic barriers to equity.

In addition, 44% of our students are socioeconomically disadvantaged. While Longfellow benefits from an engaged and supportive parent community, it serves a smaller proportion of middle- and high-income families compared to other BUSD middle schools. This limits our ability to raise supplemental funds, contributing to persistent resource inequities that impact our ability to provide equitable programs and services for all students.

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.

Longfellow does not have any state indicators of overall performance in the red or orange performance bands on the California School Dashboard.

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.

A review of the California School Dashboard and local data shows several significant performance gaps among student groups. According to the Dashboard, White students were identified in the Orange performance category for chronic absenteeism, with 9.4% chronically absent, an increase of 1.7%, representing 138 students. Asian students were identified for suspension rates, with 2.8% suspended at least one day, an increase of 2.8%, representing 36 students.

In Science, African American students performed 39.8 points below standard, declining by 5 points overall, with 34 students represented in the data set.

In English Language Arts, several student groups remain in the Orange performance category despite showing growth. Students with disabilities scored 81.5 points below standard, though they increased by 25.3 points (77 students). African American students scored 62.2 points below standard, increasing by 13.9 points (76 students). English Learners scored 25.7 points below standard, increasing by 29.7 points (54 students). Socioeconomically disadvantaged students scored 20.3 points below standard, increasing by 20.6 points (208 students).

In Mathematics, African American students scored 73.6 points below standard, though they increased by 35.3 points (76 students). Students with disabilities scored 89.5 points below standard, increasing by 38.4 points (77 students).

While growth is evident across several subgroups, these data points continue to demonstrate the need for targeted interventions and ongoing support.

To improve outcomes for African American students and students with disabilities, Longfellow is collaborating with the district as part of the Vision School program and participating in Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis). The school has conducted a root cause analysis with district leaders to better understand and address systemic barriers impacting student achievement. There is ongoing engagement with families and regular student check-ins to build stronger connections and provide personalized support. As part of this work, Longfellow identified 50 focal students who are receiving targeted support through mentoring and Individualized Learning Plans (ILPs) designed to address academic performance, attendance, and social-emotional development. Students also have access to additional reading and math interventions throughout the school year, as well as extended learning opportunities through summer school. Teachers provide after-school academic support through office hours and tutoring.

In partnership with the Special Education department, the school has expanded small-group pull-out instruction aligned to students' IEP goals and increased push-in support to help students succeed in general education classrooms. These multi-tiered supports reflect the school's commitment to closing performance gaps and improving outcomes for historically underserved student groups.
A review of California School Dashboard and local data shows significant performance gaps (use the data below)

Other Needs

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

BUSD has also been identified for Significant Disproportionality among Native American students. In response, we are developing a 2025 Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis) and are committed to a deeper, more thoughtful examination of the factors contributing to these outcomes. Longfellow will continue to be visions school and support these efforts.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.68%	0.87%	0.99%	3	4	5
African American	19.46%	17.32%	12.08%	86	80	61
Asian	6.33%	7.36%	7.92%	28	34	40
Filipino	1.13%	0.87%	0.79%	5	4	4
Hispanic/Latino	39.37%	32.47%	31.09%	174	150	157
Pacific Islander	%	0.22%	0.20%		1	1
White	23.08%	28.79%	33.66%	102	133	170
Multiple/No Response	9.95%	12.12%	13.27%	44	56	67
			Total Enrollment	442	462	505

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	159	171	169
Grade 7	135	159	170
Grade 8	148	132	166
Total Enrollment	442	462	505

Conclusions based on this data:

1. Longfellow's enrollment has continued to increase, growing from 442 students in the 2023–2024 school year to 505 students currently. This growth reflects continued interest in the school and highlights the importance of maintaining strong systems, communication, and student supports to meet the needs of a growing school community.
2. The African American/Black student population has decreased from 19% to 12%. While Longfellow remains committed to improving outcomes for African American students, this demographic shift may be connected to revised district zoning and enrollment policies. Continued monitoring of enrollment trends, along with proactive family engagement and culturally affirming practices, will be important to ensure African American families continue to feel welcomed, valued, and supported at Longfellow.
3. Approximately 67% of Longfellow's student population are students of color, many of whom have historically experienced systemic barriers in education. This demographic reality reinforces the importance of strong family partnerships, inclusive communication practices, and equity-centered decision-making. Longfellow must continue

prioritizing culturally responsive practices, equitable access to resources, and targeted academic and social-emotional supports to ensure all students and families feel connected, supported, and successful.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	21	14	15	12.0%	4.8%	3.0%
Fluent English Proficient (FEP)	121	122	111	24.4%	27.3%	22.0%

Conclusions based on this data:

1. Currently, 3% of Longfellow students are classified as English Learners. These students require continued access to targeted English Language Development (ELD) instruction to build their academic language proficiency and fully engage with grade-level content. Ensuring consistent, high-quality ELD instruction is essential for supporting their long-term academic success.
2. While many students have successfully reclassified, 22% of Former English Proficient (FEP) students still require extended support. This support is best delivered through integrated instructional practices within general education classrooms, programs such as AVID, and ongoing monitoring of their academic progress to ensure they continue to thrive across all subject areas.
3. Based on the current enrollment data, Longfellow remains below the district average for establishing an English Learner Advisory Committee (ELAC), with 15 identified English Learner students. As the school continues to monitor enrollment trends, maintaining strong collaboration with the DLAC/site committee team and ensuring open communication with families will be essential to supporting English Learners and strengthening family engagement.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	140	158	170	135	148	166	135	148	166	96.4	93.7	97.6
Grade 7	145	135	160	139	128	152	139	126	152	95.9	94.8	95
Grade 8	143	146	133	136	137	131	136	137	131	95.1	93.8	98.5
All Grades	428	439	463	410	413	449	410	411	449	95.8	94.1	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2520.	2557.	2571.	15.56	30.41	33.13	31.11	32.43	33.13	29.63	18.24	18.67	23.70	18.92	15.06
Grade 7	2538.	2562.	2577.	13.67	19.84	32.24	31.65	33.33	28.95	25.18	29.37	20.39	29.50	17.46	18.42
Grade 8	2559.	2543.	2572.	17.65	13.87	19.85	31.62	30.66	35.11	25.00	23.36	27.48	25.74	32.12	17.56
All Grades	N/A	N/A	N/A	15.61	21.65	28.95	31.46	32.12	32.29	26.59	23.36	21.83	26.34	22.87	16.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.52	32.43	33.13	54.07	50.00	49.40	27.41	17.57	17.47
Grade 7	14.39	20.80	31.58	66.19	65.60	59.21	19.42	13.60	9.21
Grade 8	20.00	18.38	17.56	55.56	52.21	62.60	24.44	29.41	19.85
All Grades	17.60	24.21	28.06	58.68	55.50	56.57	23.72	20.29	15.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.33	25.00	31.33	57.78	55.41	50.60	28.89	19.59	18.07
Grade 7	17.27	24.80	28.29	51.80	49.60	49.34	30.94	25.60	22.37
Grade 8	14.71	13.87	12.98	60.29	49.64	61.83	25.00	36.50	25.19
All Grades	15.12	21.22	24.94	56.59	51.71	53.45	28.29	27.07	21.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.74	19.59	24.10	68.89	68.92	67.47	10.37	11.49	8.43
Grade 7	10.79	14.40	19.74	76.26	76.80	67.11	12.95	8.80	13.16
Grade 8	16.91	12.50	12.98	68.38	72.06	77.86	14.71	15.44	9.16
All Grades	16.10	15.65	19.38	71.22	72.37	70.38	12.68	11.98	10.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.30	25.00	32.53	71.85	62.84	59.64	11.85	12.16	7.83
Grade 7	19.42	19.84	21.05	61.15	69.05	70.39	19.42	11.11	8.55
Grade 8	21.32	22.79	25.95	67.65	58.82	60.31	11.03	18.38	13.74
All Grades	19.02	22.68	26.73	66.83	63.41	63.47	14.15	13.90	9.80

Conclusions based on this data:

1. Producing clear and purposeful writing has emerged as the greatest area of academic need. Currently, 22% of students are performing below standard in this domain. To address this, we need to strengthen explicit writing instruction across all grade levels and ensure our writing benchmarks are aligned with grade-level expectations and the rigor of the SBAC writing assessments administered at the end of the year.
2. Approximately 90% of students are meeting or nearly meeting standards in the area of Research/Inquiry, which involves investigating, analyzing, and presenting information. This success reflects the strong collaboration between our teacher librarians and English and history teachers. Continued cross-disciplinary integration and project-based learning will help sustain and deepen this strength.
3. Eighth grade students represent the largest group of students not meeting standards across all three litarcy-related areas, with 44% of students performing below or nearly met standard overall. In response, we aim to increase targeted academic interventions, strengthen Tier 1 instruction, and implement more intentional transition planning to ensure these students are prepared for the demands of high school coursework.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	140	158	170	133	148	168	133	148	166	95.0	93.7	98.8
Grade 7	145	135	160	138	126	152	138	126	152	95.2	93.3	95
Grade 8	143	146	133	135	136	131	134	136	131	94.4	93.2	98.5
All Grades	428	439	463	406	410	451	405	410	449	94.9	93.4	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2523.	2553.	2572.	23.31	33.78	40.36	15.04	23.65	20.48	34.59	22.97	21.08	27.07	19.59	18.07
Grade 7	2514.	2562.	2594.	16.67	27.78	38.82	17.39	23.02	24.34	24.64	26.98	23.03	41.30	22.22	13.82
Grade 8	2565.	2563.	2603.	26.87	25.74	41.98	20.15	16.18	16.79	23.13	29.41	21.37	29.85	28.68	19.85
Grade 11															
All Grades	N/A	N/A	N/A	22.22	29.27	40.31	17.53	20.98	20.71	27.41	26.34	21.83	32.84	23.41	17.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	19.55	29.73	40.36	53.38	45.27	36.75	27.07	25.00	22.89
Grade 7	16.67	29.60	44.74	42.75	44.80	38.16	40.58	25.60	17.11
Grade 8	27.61	21.32	37.69	48.51	52.94	46.15	23.88	25.74	16.15
Grade 11									
All Grades	21.23	26.89	41.07	48.15	47.68	39.96	30.62	25.43	18.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.78	22.30	31.33	60.90	57.43	49.40	26.32	20.27	19.28
Grade 7	15.22	22.22	31.58	47.83	55.56	55.26	36.96	22.22	13.16
Grade 8	18.66	24.26	35.11	51.49	53.68	45.80	29.85	22.06	19.08
All Grades	15.56	22.93	32.52	53.33	55.61	50.33	31.11	21.46	17.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.54	33.11	35.54	63.91	52.70	54.82	19.55	14.19	9.64
Grade 7	15.22	27.78	34.87	61.59	55.56	51.32	23.19	16.67	13.82
Grade 8	16.42	19.85	41.98	64.18	58.82	48.09	19.40	21.32	9.92
All Grades	16.05	27.07	37.19	63.21	55.61	51.67	20.74	17.32	11.14

Conclusions based on this data:

1. The area of greatest need in mathematics is Concepts and Procedures, with 19% of students not meeting the standard. This reflects the challenges students face in applying mathematical concepts and foundational skills as required by the Common Core State Standards. To address this, Longfellow will increase the use of precise small-group instruction targeting specific skills and units where students demonstrate gaps. Strengthening core instruction and providing differentiated, skills-based support will be key to improving student outcomes in math.

2. 87% of students demonstrated proficiency in Communicating Reasoning indicates that the majority of students are developing the ability to explain their mathematical thinking, justify conclusions, and use evidence to support their problem-solving processes. This suggests growth in critical thinking, mathematical discourse, and students' capacity to articulate and defend their reasoning.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	9	4	8
7	1539.1	*		1552.7	*		1525.1	*		14	*	
8	1644.4	1600.2	*	1691.6	1627.4	*	1596.8	1572.5	*	12	11	*
All Grades										35	18	9

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	7.14	*		64.29	*		21.43	*		7.14	*		14	*	
8	83.33	54.55	*	16.67	45.45	*	0.00	0.00	*	0.00	0.00	*	12	11	*
All Grades	48.57	61.11	*	37.14	38.89	*	11.43	0.00	*	2.86	0.00	*	35	18	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	35.71	*		50.00	*		14.29	*		0.00	*		14	*	
8	100.0	81.82	*	0.00	18.18	*	0.00	0.00	*	0.00	0.00	*	12	11	*
All Grades	71.43	83.33	*	22.86	16.67	*	5.71	0.00	*	0.00	0.00	*	35	18	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	0.00	*		28.57	*		35.71	*		35.71	*		14	*	
8	33.33	0.00	*	33.33	81.82	*	33.33	18.18	*	0.00	0.00	*	12	11	*
All Grades	17.14	0.00	*	37.14	72.22	*	28.57	27.78	*	17.14	0.00	*	35	18	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	14.29	*		64.29	*		21.43	*		14	*	
8	66.67	45.45	*	33.33	54.55	*	0.00	0.00	*	12	11	*
All Grades	40.00	55.56	*	51.43	44.44	*	8.57	0.00	*	35	18	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	78.57	*		21.43	*		0.00	*		14	*	
8	100.00	100.00	*	0.00	0.00	*	0.00	0.00	*	12	11	*
All Grades	88.57	100.00	*	11.43	0.00	*	0.00	0.00	*	35	18	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	0.00	*		57.14	*		42.86	*		14	*	
8	58.33	18.18	*	25.00	72.73	*	16.67	9.09	*	12	11	*
All Grades	28.57	16.67	*	42.86	77.78	*	28.57	5.56	*	35	18	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	0.00	*		78.57	*		21.43	*		14	*	
8	33.33	9.09	*	66.67	90.91	*	0.00	0.00	*	12	11	*
All Grades	17.14	11.11	*	74.29	88.89	*	8.57	0.00	*	35	18	*

Conclusions based on this data:

1. Due to a significant number of English Learner students achieving reclassification, the number of students who participated in the ELPAC dropped from 35 to 9 over the pas two years. While this decline reflects success in language development, it also reduces the sample size available for tracking trends and planning targeted instruction. Continued monitoring of both current ELs and reclassified students is essential to ensure sustained academic growth.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
462	**45%**	**3%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	3%
Foster Youth	0	0.0%
Homeless	10	2.2%
Socioeconomically Disadvantaged	208	45%
Students with Disabilities	75	16.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	80	17.3%
American Indian	4	0.9%
Asian	34	7.4%
Filipino	4	0.9%
Hispanic	150	32.5%
Two or More Races	56	12.1%
Pacific Islander	1	0.2%
White	133	28.8%

Conclusions based on this data:

1. With 45% of our students identified as socio-economically disadvantaged, Longfellow is committed to implementing specific supports to meet their academic, social, and emotional needs. Targeted interventions—including

attendance initiatives, behavioral supports, mentorship programs, and access to counseling—are key to addressing barriers to learning. We also aim to strengthen family engagement and connect families to community-based resources to build a broader support network. This comprehensive approach helps reduce the impact of socio-economic disparities and creates more equitable learning opportunities for all students.

2. Hispanic students make up 32% of Longfellow's population, making them the largest student subgroup on campus. To support this diverse group, we prioritize culturally responsive teaching, bilingual and bicultural resources, and inclusive curriculum that reflects their identities and experiences. Our efforts also include strengthening partnerships with families and ensuring students feel seen, respected, and empowered to achieve academic success.

3. With 16% of students receiving special education services for learning disabilities, it is critical that Longfellow provides individualized supports aligned with students' needs and IEP goals. We continue to enhance co-teaching models, expand access to small-group instruction, and increase collaboration between general and special education teachers. These strategies ensure that all students with learning differences are supported in accessing rigorous grade-level content while developing the skills needed for long-term success.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** No Performance Color	**Suspension Rate** Green
Mathematics Blue	**Chronic Absenteeism** Green	
English Learner Progress No Performance Color		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Yellow	No Performance Color
25.6 points above standard	25.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 22.2 points	Increased 29.7 points	7 Students
443 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	20.3 points below standard
	9 Students	Increased 20.6 points
		208 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
81.5 points below standard	62.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 25.3 points	Increased 13.9 points	4 Students
77 Students	76 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
56.3 points above standard	Fewer than 11 students - No Data for Privacy	11.3 points above standard
Increased 47.4 points	4 Students	Increased 27.4 points
34 Students		148 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
32.6 points above standard	Fewer than 11 students - No Data for Privacy	82.8 points above standard
Maintained -0.2 points	1 Student	Increased 3 points
54 Students		125 Students

Conclusions based on this data:

1. African American students are currently performing 62 points below the ELA standard, with a 13-point increase from the previous year. This data reflects a significant need for targeted literacy interventions and culturally responsive instructional practices. Increasing small-group support, building strong academic relationships, and embedding identity-affirming curriculum will be essential to closing this persistent achievement gap.
2. Students with disabilities are 81 points below the ELA standard, with a increase 13 of points. These results reinforce the importance of ensuring access to grade-level content through accommodations, specialized support, and co-teaching models. Collaboration between general education and special education staff remains critical to aligning instruction with IEP goals and providing meaningful access to rigorous literacy instruction.
3. English Learners are performing 25.7 points below the ELA standard, with a increase 29 points. These results indicate a need for more integrated and designated English Language Development (ELD) supports. Continued professional development for teachers in scaffolding academic language, along with sustained progress monitoring, will be essential in helping English Learners meet grade-level expectations in reading and writing.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	3

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Green	No Performance Color
21.5 points above standard	21.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 29.8 points	Increased 34 points	7 Students
445 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	24.7 points below standard
	9 Students	Increased 37 points
		210 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
89.5 points below standard	73.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 38.4 points	Increased 35.3 points	4 Students
77 Students	76 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
66.2 points above standard	Fewer than 11 students - No Data for Privacy	10.1 points above standard
Increased 88.1 points	4 Students	Increased 27.2 points
34 Students		148 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
36.2 points above standard	Fewer than 11 students - No Data for Privacy	77 points above standard
Increased 18.6 points	1 Student	Increased 14.7 points
54 Students		125 Students

Conclusions based on this data:

1. African American students are performing 74 points below the math standard, but their scores have maintained with a slight increase of 35 points. We must now focus on intensive, culturally responsive math interventions to accelerate growth and close this persistent achievement gap.
2. Students with disabilities are performing 90 points below the math standard, yet they have shown a notable 38-point increase. This positive trend suggests that increased access to specialized supports and small-group instruction is beginning to yield results. Continued collaboration between special education and general education teams will be essential to sustain and build on this progress.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
58.9 science points	52.1 science points	Fewer than 11 students - No Data for Privacy
Increased 5.1 points	Increased 14.6 points	2 Students
128 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	50.7 science points
	3 Students	Increased 5.3 points
		71 Students

Students with Disabilities	African American	American Indian
No Performance Color	Orange	No Performance Color
42 science points	39.8 science points	0 Students
Increased 8.7 points	Declined 5 points	
25 Students	34 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	63.1 science points
9 Students	2 Students	Increased 11.8 points
		45 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
61.8 science points	0 Students	73.4 science points
Maintained 0.2 points		Increased 4 points
12 Students		26 Students

Conclusions based on this data:

1. The Science data demonstrates positive growth across multiple student groups, particularly among 8th grade students, who increased by 58.9 points with an overall schoolwide increase of 5 points. These gains suggest that instructional strategies such as task analysis, backward planning, structured student talk routines, and intentional vocabulary development are positively impacting student learning and engagement in science.
2. African American/Black students scored 39.8 points below standard in Science, with a decline of 5 points. This data suggests a continued need to strengthen culturally and linguistically responsive practices within science instruction. Ensuring that CLRR strategies are consistently embedded across all science classrooms may help improve engagement, access, and academic outcomes for African American students.
3. Growth among Latino students (+11.8 points), socioeconomically disadvantaged students (+5 points), and English Learners (+14.6 points) also indicates that the science team's focus on language development and structured academic discourse is helping improve access and outcomes for historically underserved student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 8 Students	Number Students: 2 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

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

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
9.9% Chronically Absent	11.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.4	Declined 5.6	7 Students
473 Students	17 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	21.4% Chronically Absent	14.6% Chronically Absent
	0	Declined 5.1
	14 Students	226 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
14.5% Chronically Absent	16.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 9.7	Declined 4.2	4 Students
83 Students	83 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
8.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	9.9% Chronically Absent
Declined 12.1	4 Students	Declined 4.3
35 Students		152 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
3.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	9.4% Chronically Absent
Declined 10.1	1 Student	Increased 1.7
56 Students		138 Students

Conclusions based on this data:

1. 10% chronic absenteeism for all students, particularly attributed to factors such as sickness and mental health needs. This is a decrease by 4 points.
2. 15% of students with disabilities are chronically absent, marking a 10% decrease.
3. The chronic absenteeism rate has decreased across all subcategories of race/ethnicity.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
1.2% suspended at least one day	5.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.8%	Declined 7.5%	7 Students
486 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	2.2% suspended at least one day
1 Student	14 Students	Declined 2%
		231 Students

Students with Disabilities	African American	American Indian
Green	Green	No Performance Color
3.5% suspended at least one day	2.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 2.2%	Declined 0.9%	4 Students
85 Students	83 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Blue
2.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Increased 2.8%	4 Students	Declined 4%
36 Students		157 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
1.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Declined 0.4%	1 Student	Declined 1.9%
58 Students		143 Students

Conclusions based on this data:

1. Longfellow has seen a 2% overall decrease in student suspensions, reflecting the impact of our school-wide implementation of restorative practices and Positive Behavior Intervention Supports (PBIS). With the support of a dedicated restorative justice counselor and a clearly communicated progressive discipline framework, we are committed to fostering a school climate grounded in reflection, accountability, and positive relationships. These practices ensure interventions are equitable, consistent, and supportive of student growth.
2. Although 2% of African American students experienced at least one suspension, this represents overall decrease from the previous year. We are actively partnering with the African American Success Framework to implement culturally relevant instructional strategies and classroom practices. Our goal is to reduce disciplinary disparities by strengthening relationships, affirming student identities, and promoting classroom engagement for African American students.

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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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
STAR Math and Reading District Assessments	77% of current 6th graders are advanced/proficient. 74% of 7th Graders 77% of 7th and 8th graders are proficient based STAR.	80% of students will be advanced or proficient
District Bechmark Writing Assessments	Winter Scores- 54% proficient Spring 74%	10% growth overall
Teacher observation and evaluation	All teaching and support staff will be observed and/or evaluated and given feedback to improve and support teaching practice. We will use bullseye and coaching logs. 30	60 informal observation

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	Providing quarterly collaboration days for each department to align scope and sequences, unit plans, lesson plans, and common assessments to ensure instructional coherence and rigor across grade levels and content areas. These collaboration opportunities will also include case managers, instructional assistants, and general	All Students	14,000 BSEP 1116 Certificated Hourly 8,000 BSEP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	education teachers to strengthen inclusive practices, coordination of supports, and access for all learners.		Subs 5,000 BSEP 2116 Classified Hourly
1.2	The RTI Coordinator (1.0 FTE), Literacy Coach (.60 FTE), and Vision Scholar/ELD Coordinator (.40 FTE), in collaboration with administration and department leaders, will provide consistent and multifaceted coaching and professional learning opportunities to strengthen instructional practices and improve student outcomes. All teachers will receive coaching professional learning, or targeted support designed to improve instructional effectiveness and promote continuous growth. Supports may include peer observations, data analysis and instructional strategy sessions, and participation in professional development opportunities aligned to site goals and student needs.	All students	District Allocation
1.3	Longfellow will continue strengthening a college- and career-going culture through the implementation of AVID and Puente strategies school wide. Students will participate in school wide events such as College and Career Week, career portfolio development, workshops for students and families, field trips, and mentorship partnerships that expose students to postsecondary opportunities and pathways. (Field Trips 16,500)	Focal students	16500 BSEP 5711 Field Trips
1.4	Teachers will attend professional development opportunities that support continuous improvement and instructional growth, including training aligned to culturally sustaining practices, Constructing Meaning strategies, the African American Success Framework (AASF), AREEA conferences, and curriculum-related resources and workshops. Teachers will also have access to instructional materials, technology, manipulatives, and classroom supplies that support student engagement, effective instruction, and equitable learning experiences for all students. (Professional Development, (15,000)	All students	15,000 BSEP 5200 Travel and Conference 3000 Title I A - Basic Funding 5200 Travel and Conference 15474 BSEP 4300 Materials and Supplies
1.5	Be A Scientist Curriculum (1500 BSEP Carryover)	All students, 7th Grade	1500 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

To achieve the articulated goals of emotional, academic, and college and career readiness, the school has implemented a series of interconnected strategies that center equity, engagement, and high-quality instruction. A key component of this work is providing consistent and multifaceted coaching and professional learning opportunities for teachers. These opportunities are designed to build teacher capacity in guiding students through critical readiness areas by deepening instructional practices, fostering inclusive learning environments, and promoting culturally responsive pedagogy. Teachers also engage in regular collaboration time with grade-level and department colleagues to plan lessons, review student work, and align on instructional strategies. This structured time for collaboration has strengthened coherence across classrooms and increased teachers' ability to respond to diverse student needs.

To further support academic engagement, the school is investing in increasing the collection of literature circle book sets that reflect diverse characters, voices, and themes. These texts allow students to see themselves in their reading and expand their understanding of the world. In addition, teachers are provided with supplemental supplies to design extension activities and hands-on labs that promote deeper learning and student curiosity.

All 7th grade students participate in the Be A Scientist curriculum, a program specifically designed to disrupt racial and gender inequities in STEM. Students are paired with mentors who reflect their diverse identities and receive individualized guidance through the entire scientific process—from generating original research questions to conducting investigations and analyzing data. This experience mirrors the expectations of college-level science coursework and builds foundational skills in scientific inquiry. Survey data collected by the nonprofit that delivers the program shows a measurable increase in students' confidence and their identification as scientists, demonstrating the program's effectiveness in shifting student self-perception and readiness for STEM pathways.

In parallel, the school is also equipping students with tools to build self-awareness, navigate conflict, and collaborate effectively with their peers. These social-emotional learning strategies are embedded throughout the school day and support a positive school climate. To expand college and career readiness, students participate in field trips and college visits and are given structured opportunities to learn about A–G requirements and post-secondary pathways. These experiences help students make meaningful connections between their current learning and future goals. Through the strategic use of BSEP funds and intentional program design, the school is creating a learning environment where every student is supported, challenged, and prepared for long-term success.

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.

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 to ensure all students have the tools they need to thrive.

To address and improve math proficiency, we plan to provide targeted intervention for 6th grade students using Math 180, a research-based program designed to support students who are performing below grade level. However, our data indicates that 7th and 8th grade students may benefit more from small group interventions that focus on foundational skills directly connected to grade-level content. These small group sessions will allow for more personalized instruction, targeting specific gaps while reinforcing core concepts necessary for success in middle school math and beyond. By differentiating our approach by grade level, we aim to provide the right level of support to move all students toward grade-level proficiency.

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

We are working to address the many barriers that exist with our sub group of stdunets 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
STAR Assessment	26% of current 6th grade are below/far below in Reading 51% of current 6th grade are below/far below in Math 26% Reading- current 7th 43% Math	Decrease below and far below by 10%
Attendance/Chronic Absenteeism	9% 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:

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	Implement targeted academic, mentorship, and social-emotional supports to improve outcomes for African American students. Longfellow will continue the Vision Scholar Program for 50 focal students, providing mentorship, family support meetings, and Individualized Learning Plans (ILPs) with SMART goals focused on academics, attendance, and social-emotional growth. Staff will participate in ongoing culturally responsive professional development, including CLRR workshops and African American Success Framework-aligned training, while community partnerships will provide additional student and family support services.	Black students, all students.	
2.2	The COST team will meet weekly to collaborate on interventions and strategies to address the academic, behavioral, and social-emotional needs of students across Tier 1, Tier 2, and Tier 3 supports. The team will also review and screen students who may need evaluations for 504 plans or special education services, while collecting input and feedback from teachers regarding mental health concerns, behavior, attendance, and academic progress.	Socio-Economically Disadvantaged, African-American, EL, Students with Disabilities	
2.3	Students scoring two or more years below grade level on the STAR assessment will be administered an Oral Reading Fluency (ORF) assessment by the Literacy Coach. Students who do not meet grade-level fluency benchmarks will be placed in a reading intervention. Targeted pull-out intervention services may also be provided to support students in developing foundational reading skills and meeting grade-level expectations. Progress will be monitored using pre- and post-assessments to measure growth and inform instruction.	All students, EL	
2.4	All students performing two or more years below grade level on the Math STAR assessment will be recommended for a Math Intervention course for at least one semester. Students will also receive targeted pull-out or push-in support provided by RTI staff and math teachers, along with access to instructional software such as IXL Math and Delta Math. Progress will be monitored using pre- and post-assessments to measure growth and inform instruction. (Software 3,000) Math Office Hours (Title 1 Teacher Hourly 4,397)	All Students	3,000 BSEP 5800 Contracted Services (inc software subscriptions 4,397 Title I A - Basic Funding 1116 Certificated Hourly
2.5			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year, our focus at Longfellow was to provide necessary and timely academic interventions to support student success. We piloted several targeted programs, including *REWARDS* for literacy support, ELA intervention courses, and *Math 180* for math intervention. A key improvement was implementing semester-based cycles, allowing students to receive intervention in two subjects over the course of the year. This flexible scheduling addressed a longstanding challenge for students who needed support in both reading and math but previously had limited access due to scheduling constraints.

We also introduced a new AASF Co-Curricular Counselor position, which replaced the Umoja class. This grant-funded role was designed to provide academic and social-emotional support, with a focus on relationship-building, check-ins, and mentoring. In addition, this position created an accessible support system for families, allowing parents to connect with staff for guidance in navigating academic or behavioral challenges their children faced.

Overall, our intervention efforts have been effective. The range of supports, along with increased flexibility in course enrollment, ensured that more students received timely and targeted help. As we look ahead, we are committed to improving our support for students with disabilities. We believe that when case managers and intervention teachers group students based on skill level—rather than by program or label—and create mixed-cohort intervention groups focused on targeted skill development, we will see stronger outcomes for all students. By continuing to refine and align our practices, we aim to deepen our impact and close opportunity gaps.

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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	Provide strategic access and support for the enrichment elective classes such as Garden program to reach a larger functional capacity. Full-time Garden Teacher (.20 FTE BSEP 31595) Dance Teacher (Prop 28 VAPA 70,878) After-school enrichment classes such Drama and STEM and academic tutoring	all students, social economically disadvantaged students	31595 BSEP
3.2	Provide opportunities for students and families to engage in academic and social clubs. (Teacher Hourly Clubs & Intervention BSEP 17000)	All students	17000 BSEP 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Collaborate with the African American Success Framework (AASF) to implement targeted goals, supports, and action plans focused on improving outcomes for African American students and families. Participate in events such as Black to School Night, high school transition fairs, and 5th grade transition events to build community connections and increase family involvement at the start of the school year. The school will also provide targeted student support groups and staff training to support t(African American/Black students and all Focal students (EL, students with IEPS, Latinx, SED, MKV) These initiatives will focused on literacy development, academic achievement, cultural affirmation, and social-emotional learning.mentors. (35,000 Contracts Students and Staff Support)	Black students, all students	35000 BSEP 5800 Contracted Services (inc software subscriptions
3.5	Partner with OFEE (Office of Equity and Family Engagement) Specialists the school will host quarterly affinity-based family equity nights (AAPI, African American Village, Nuestra Voz, and Special Families) to celebrate families and center the needs of African American focal students and other student groups. Additional engagement opportunities will include a Welcome Back Fair, Heritage celebrations/events, and Literacy Night. The school will also hold monthly meetings with SSC, PTA, and parent affinity groups, supported by Title I Parent Involvement funds ($841), to strengthen collaboration and family engagement.		841 Title I A - Parent Involvement
3.6	Support student capacity to develop social competencies such as self-awareness, self-management, relationship skills, and responsible decision-making through a comprehensive full-service counseling model. Student Wellness and Counseling supports will be funded through BSEP ($51,574) and Title I ($51,574) and will include a Mental Health Counselor and Restorative Justice Counselor (.87 FTE/.13 FTE), with additional support through RAZA Youth and dual enrollment partnerships with Berkeley City College. The Wellness Center will provide individual counseling, student check-ins, psycho educational groups, Mental Health Mondays, and advisory push-in lessons to support student well-being. Academic counseling support through Puente, AASF, and the academic counselor will focus on academic check-ins, executive functioning, organization skills, and connecting students to resources and support.		51,574 BSEP 1102 Certificated Monthly 51,574 Title I A - Basic Funding

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.7			
3.8			
3.9	Reserve for Personnel Variance:10, from BSEP, 7,454 from Title I 3,094		4,490 BSEP 3,094 Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year, our school implemented several initiatives as part of our site plan to enhance social-emotional learning, family engagement, and the overall student experience. One of the most impactful efforts was the implementation of the **Advisory Second Step Program**, which received overwhelmingly positive feedback from teachers, families, and students. Focused on social-emotional learning, the program helped foster a more supportive and connected school environment. Students reported feeling more understood and supported, which positively impacted their well-being and academic engagement.

Our counselors continued to play a critical role in supporting students, addressing their social-emotional needs, and guiding them through academic challenges. This year, we also added two context-specific counselor positions: one for **Puente**, a college-going English class where students engage with culturally relevant texts, writing, and reading assignments; and one through the **African American Success Framework (AASF)**, supporting a cohort of African American students with both academic and emotional mentoring. These targeted supports allowed for deeper relationship-building and more personalized guidance.

In addition to academic and counseling supports, **field trips, student clubs, and enrichment electives** contributed to a strong sense of community and belonging. These opportunities gave students space to explore interests, build connections, and feel more engaged in school life. Overall, the implementation of this year's site plan has been highly successful. The positive feedback from students, families, and staff affirms the effectiveness of our programs, and we look forward to building on this momentum in the coming year.

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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

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	Site School Plan for Student Achievement (SPSA) Evaluation: Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.	All	0

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

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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: 1) Establishing links between home and school for academic success	Students Experiencing Homelessness	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 3) Promoting attendance and access to health services		
5.3	Intervention Services for Students Experiencing Homelessness Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance. On going review of chronic absenteeism data. Work with the district to support the needs of students experiencing homelessness. Work with staff to ensure families are connected to the site and available resources.	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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	$281,039.00
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	$216,633.00
BSEP Carryover	$1,500.00
Title I A - Basic Funding	$62,065.00
Title I A - Parent Involvement	$841.00

Subtotal of state or local funds included for this school: $281,039.00

Total of federal, state, and/or local funds for this school: $281,039.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	216,633.00
BSEP Carryover	1,500.00
Title I A - Basic Funding	62,065.00
Title I A - Parent Involvement	841.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,426.00
1102 Certificated Monthly	51,574.00
1116 Certificated Hourly	35,397.00
2116 Classified Hourly	5,000.00
4300 Materials and Supplies	15,474.00
5200 Travel and Conference	18,000.00
5711 Field Trips	16,500.00
5800 Contracted Services (inc software subscriptions	38,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	44,085.00
1102 Certificated Monthly	BSEP	51,574.00
1116 Certificated Hourly	BSEP	31,000.00
2116 Classified Hourly	BSEP	5,000.00

4300 Materials and Supplies	BSEP	15,474.00
5200 Travel and Conference	BSEP	15,000.00
5711 Field Trips	BSEP	16,500.00
5800 Contracted Services (inc software subscriptions	BSEP	38,000.00
	BSEP Carryover	1,500.00
	Title I A - Basic Funding	54,668.00
1116 Certificated Hourly	Title I A - Basic Funding	4,397.00
5200 Travel and Conference	Title I A - Basic Funding	3,000.00
	Title I A - Parent Involvement	841.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,474.00
Goal 2	7,397.00
Goal 3	195,168.00
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
Molly Christensen	Parent or Community Member
Barbara Krishna Stuart	Parent or Community Member
Jonathan Cohen	Parent or Community Member
Selene Chandra	Parent or Community Member
Elaine Valenzuelal	Parent or Community Member
Lindsay Jean Nofelt	Parent or Community Member
Susannah Bell	Classroom Teacher
Deirdre Sims	Classroom Teacher
Marie Joiner	Classroom Teacher
Selina Traylor Perera	Parent or Community Member
Maria Thomas	Classroom Teacher
Mia Villanueva	Classroom Teacher
Nikko Butler	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 12, 2026.

Attested:

Principal, Salita Mitchell on 6/2/26

SSC Chairperson, Molly Christiansen on 6/2/26

Kathy Fleming
Director of Local Resources

Kathy Fleming — Signature

6-9-26 — Date

J Illhoogendyk — Signature

6/10/26 — Date

Jill Hoogendyk
Associate Superintendent, Educational Services

SITE BUDGET SUMMARY 2026-27

Longfellow Middle School (127) May 12, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 DDF 906		Centrally - Funded BSEP		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**Res.**	**FTE**	**RES.**	**BGT**	**FTE**	
Title I/Mental Health Counselor	3/6	1202	51,574	0.40	51,574	0.40							0864	0.20				1.00
RJ Counselor		1202								0.87			0864	0.13				1.00
Literacy Coach/ELA Intervention		1102											0841	0.60	0000		0.40	1.00
ALD AVID EXCEL		1102								0.20								0.20
ELD Teacher		1102								0.60								0.60
CCEIS Vision School Prog. Coord.		1102													3312		0.20	0.20
TWI Coordination		1102											0841-068	0.20				0.20
RTI/ Intervention		1102								0.80								0.80
Math Support Class		1102											0841-068	0.20	0000		0.80	1.00
LCAP Math Support Class		1102								0.20					0000		0.80	1.00
TWI Math & Coordination													0841-068	0.40	0000		0.60	1.00
STEM/Makerspace/CTE		1102											0841-067	0.20	6388 & 0000		0.80	1.00
Gardening/Cooking	3/1	1102	31,594	0.20									0841-067	0.20	0000		0.40	0.80
Dance		1102					70,878	0.60							0000 & 0753		0.40	1.00
Extended Day Intervention (Math Tutoring)		1116													Title IV			
Teacher Hourly Clubs & Intervention	3/2 and 2/4	1116	17,000		4,397													
Teacher Hourly PD/CD	1/1	1116	14,000															
Classified Hourly - Extra Hours	1/1	TBD	5,000															
Professional Development	1/4	5200	15,000		3,000													
Contract - Student and Staff Support	3/3	5800	35,000															
Materials & Supplies	1/4	4300	15,474												0000			
Field Trip (Admissions & Transportation)	1/3	5800	16,500															
Substitutes	1/1	1103	8,000															
Software	2/4	5800	3,000															
Parent Involvement	3/5				841													
Unallocated Reserve	3/9	4380	4,990		3,094		4,253				0							
Indirect Cost (0852 only)		7340	10,118															
Total Expenditures			227,250		62,906		75,130	0.60		2.67	0					0		
Revenue Allocation			**227,250**		**62,906**		**74,736**											
			0		(0)		(394)											

BSEP Site Fund Carryover Priorities:			
Available BSEP site fund carryover: TBD Fall 2026			
Contract - Be A Scientist	1/5	5800	1,500
Indirect Costs		7340	70
Total BSEP Site Fund Carryover Priorities:			1,570

Title I

In case of savings in any categories above, approved uses of Title I Funds:

Teacher Hourly for Title I CD/PD/Intervention