



Longfellow Elementary

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings
<p>2023-2024 Results: We found that for Foundational Reading Skills (FRSA), overall, 80% of students scored on track for their grade level. African American students were slightly lower at 78% on track, and English learners were lower at 67% on track to meeting grade level expectations.</p> <p>For the ELA SBAC, overall, students continued to meet or exceed the standards at the same rate while African American students' and English learners' scores declined.</p> <p>For reading iReady, all students met or exceeded the standards at 67% while African American students met/exceeded at 52% and English learners met/exceeded at 26%.</p> <p>Our discussions have revolved around helping AAs and ELs make greater and faster gains to close the achievement gaps. As seen in this written analysis, subgroups with NEEDS include: African American students and English Language Learners.</p>
ELA Goals
<p>Goals: By the end of the 2024-2025 school year, All students achieve higher scores by 10%. Longfellow's AAs and ELs have greater NEEDs than other students as their scores have been lower. Increases of 10% would look like the following:</p> <p>SBAC ELA: All increase by 10 points, AA no decline, increase by 10 points, ELs no decline, increase by 10 points</p> <p>Reading iReady: All 77%, AA 62%, ELs 36%</p> <p>FRSA: All 90%, AAs 88%, ELs 77%</p> <p>ACTION PLAN SUMMARY: Teachers will pull small groups for reading and review weekly performance progress to make informed teaching decisions. Groups will be flexible to best meet student needs.</p> <p>PROGRESS MONITORING PLAN SUMMARY: Teachers will administer district unit assessments and choose common assessments to analyze and plan from. Reading iReady data will show student growth in different areas so they better understand student performance.</p>

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall, for the 2023-2024 school year, the school increased by almost 8 points for all students on the Math SBAC. There was a decline in Math SBAC data for two subgroups. African American students declined by 6.6 points on the Math SBAC. English Learners declined by 12.5 points on the Math SBAC. For Math iReady, overall, 54% of all students met or exceeded the standards while African Americans met or exceeded the standards at 35% and English learners met or exceeded at 18%.

Math Goals

GOALS: Math goals for Longfellow include showing growth on Math SBAC and Math iReady for all students and for both subgroups identified as a NEED (AA, EL). With Math iReady, we will look for a ten percent increase for All students, AAs, and ELs need to make greater progress to close the gaps, but a ten percent improvement would be as follows: Math iReady Goal: All 64%, AA 45%, EL 28%. For Math SBAC, our goal is to eliminate the decline for AA and EL subgroups and instead show a five-point increase on the CA dashboard. ACTION PLAN SUMMARY: Upper-grade teachers will continue to meet for QCI to identify best practices for teaching. With collaboration among peers, sharing of resources, and support from the Math IIC, teachers will improve teaching practices and monitor data throughout the year on Math iReady to meet learners' needs in math instruction and pull small groups to help students. PROGRESS MONITORING PLAN SUMMARY: Teachers will frequently review data on their own and collaboratively with grade-level teachers and the math IIC to make teaching decisions and pull small groupings to provide extra help for students not meeting grade-level standards on iReady or regular math unit assessments. Teachers will be alerted to students who need additional support because they are performing lower as a subgroup.

Comprehensive Needs Assessment: English Learners

English Learner Findings

The data shows that English Learners at Longfellow are not performing as well as all students. On Math SBAC, ELs declined by 12.5 points while all students increased by 7.9 points. For the Math iReady assessment, 18% of ELs met or exceeded the standards by the end of the year while all students met/exceeded grade level standards at 54%. For the Reading iReady, 26% of ELS met or exceeded the standards versus 67% of all students who met/exceeded the standards. For FRSA, 73% of EL students were on track for meeting grade-level standards while all other students had higher percentages of students on track.

English Learner Goals

Goals: Increase teacher collaboration around ELD strategies in the classroom so the number of ELs declining on SBAC and ELPAC results will decrease and the number of students meeting or exceeding the standards on iReady and SBAC will increase.

iReady ELA: From 26% to 36%

iReady Math: From 18% to 28%

NEED: The greatest area of need for EL students at Longfellow is in math, but ELA is also a concern.

ACTION PLAN SUMMARY: Teachers will devote 30 minutes to designated ELD daily and also use integrated ELD strategies in regular lessons.

PROGRESS MONITORING PLAN: Teachers will monitor daily performance as well as EL performance on district and unit assessments, using the data to plan the next instructional steps so all EL students show growth.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall statements: The school's data is trending downward. African Americans have less favorable responses than all students in every category (some are lower by over 13 points). English learners often answer less favorably, however, when it comes to self-efficacy and self-management, ELs responded at a more favorable percentage.

Additional areas of need: Homeless youth had higher suspension rates.

Based on CORE survey results from 2023-2024, we see the following:

Growth Mindset: 77% (down 1) AA (73) and EL (75) subgroups answered this question positively at a lower percentage.

Relationship skills: 77% (down 2) AA (71) and EL (66) subgroups answered this question positively at a lower percentage.

Responsible decision making: 74% (down 4) AA (64) and EL (71) answered this question positively at a lower percentage.

Self-efficacy: 67% (down 1) AA (63) answered positively at a lower percentage and EL (75) answered positively at a higher percentage.

Self-management 75% AA (62) answered positively at a lower percentage and EL (77) answered positively at a higher percentage.

Social-awareness 70% (down 3) AA (56) and EL (67) subgroups answered this question positively at a lower percentage.

For the question, "I feel left out by other kids in my grade," there was an increase of 5 for a favorable response.

For the question, "I calmed myself down when upset," 63% of students had a favorable response, and this was down 11 from the last survey.

There was a slight decrease in all categories.

For the Pulse survey, by winter of 2024, the results in the three main categories were:

Agency 81%

Identity 81% down 1)

Belonging 77% (down 3)

Culture/Climate Goals	
<p>Goal: On the CORE survey, show an increase from previous percentages that were the lowest categories: self-efficacy, responsible decision-making, and self-awareness</p> <p>Increase self-efficacy from 67% to 70%</p> <p>Increase responsible decision making from 74% to 77%</p> <p>Increase self-awareness from 70% to 73%</p> <p>NEED: There is a concern that two subgroups have higher suspension rates: Homeless Youth and African American students. Regarding attendance, subgroups with chronic absenteeism include: EL, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic.</p> <p>Goal: Increase scores for Agency (up from 81), Identity (up from 81), and belonging (up from 77%) to show overall growth of 3 points in each area and trends upward in these three critical categories. Increase attendance by three percent overall and close the gaps for attendance with subgroups including ELs, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. We need to move these subgroups out of the chronically absent range. We also need to reduce the number of suspensions with Homeless Youth and African American students.</p> <p>ACTION PLAN SUMMARY: Teachers will continue developing classroom community while using tools such as the Harmony curriculum and creating a warm and welcoming learning environment. Teachers will have more frequent check-ins with African American students and English learners to monitor emotions. To increase attendance, students who are chronically absent will check in with the counselor and get incentives for improving attendance. Regarding groups being suspended, we will try alternate methods prior to suspension such as co-regulating and restorative justice and Harmony practices.</p> <p>PROGRESS MONITORING PLAN SUMMARY: Teachers will utilize Panorama data to target student needs. They will bring in the counselor as needed to help students who are struggling. By the end of the year, teachers will monitor whether or not these actions caused improvement through daily or weekly class meetings and Meet Ups and the spring data will be a big indicator if this had the desired effect. To monitor the progress for areas of need, we will track improvements in attendance and attend to suspension rates in subgroups. Longfellow will continue to communicate the importance of good attendance and following classroom agreements.</p>	

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) FIVE-YEAR FOUNDATIONAL READING SKILLS ASSESSMENT GOALS Focus Area 2023-24 2024-25 2025-26 2026-27 2027-28 2022-2023</p> <p>FRSA: All = 82% AA = 74% EL = 73% 5-Year Goal: 92% All - +2% (84%) AA - +3.6% (77.6%) EL - +3.8% (76.8%) All - +2% (86%) AA - +3.6% (81.2%) EL - +3.8% (80.6%) All - +2% (88%) AA - +3.6% (84.8%) EL - +3.8% (84.4%) All - +2% (90%) AA - +3.6% (88.4%) EL - +3.8% (88.2%) All - +2% (92%) AA - +3.6% (92%) EL - +3.8% (92%)</p> <p>Summary of Goals: *Further develop each educator's capacity through ongoing Quality Core Instruction professional development through LBUSD's Office of Curriculum, Instruction, and Professional Development.</p> <p>*Developing capacity through modeled lessons, co-planning and co-teaching with the Site Literacy Lead teacher.</p>	Goal Partially or Not Met	<p>2023-2024 Results: FRSA on track: All 80% (not met) AA 78% (met) EL 67% (not met)</p> <p>ELA SBAC met/exceeded: All maintained AA declined 9.6 points EL declined 7.1 points</p> <p>Reading iReady met/exceeded: All 67% AA 52 % EL 26%</p>	<p>Longfellow teachers will continue best practices and apply new learning from QCI.</p> <p>Teachers will regularly monitor ELA data to make teaching decisions and help students who need extra attention. Teachers will utilize the iReady online information from individualized lessons to intervene in a timely manner when students are stuck on reading lessons.</p> <p>Teachers will meet with the site literacy lead to make plans to help readers who have fallen behind to make extra progress.</p>

	<p>*Collaborate with teachers to get input on what professional learning and resources would be most impactful for reaching our goals.</p> <p>Summary of Progress Monitoring: Teachers will monitor progress on iReady Reading and writing performance tasks and analyze performance data at least three times during regularly-scheduled staff meetings at at QCI and grade level meetings.</p>			
Math	<p>1) FIVE-YEAR SBAC MATH GOALS Focus Area 2023-24 2024-25 2025-26 2026-27 2027-28 3-5 Math (SBAC) 2022-2023 SBAC: All = 50% AA = 27% EL = 23% 5-Year Goal: 70% All - +4% (54%) AA - +8.6% (35.6%) EL - +9.4% (32.4%) All - +4% (58%) AA - +8.6% (44.2%) EL - +9.4% (41.8%) All - +4% (62%) AA - +8.6% (52.8%) EL - +9.4% (51.2%) All - +4% (66%) AA - +8.6% (61.4%) EL - +9.4% (60.6%) All - +4% (70%) AA - +8.6% (70%) EL - +9.4% (70%)</p> <p>Summary of Goals: *Further develop each educator's capacity through ongoing Quality</p>	Goal Partially or Not Met	<p>2023-2024 Results: Math SBAC met/exceeded All increase 7.9 points AA decline 6.6 points EL decline 12.5 points</p> <p>Math iReady met/exceeded All 54% AA 35% EL 18%</p>	<p>Teachers will continue attending QCI PDs and working with the site math IIC to learn better, research-based practices. Teachers will collaborate and utilize common assessments to understand where students are at and who needs extra attention and instruction.</p> <p>Teachers will continue to add hands-on math strategies to lessons.</p> <p>Teachers will continue to model mathematical thinking and give students a voice during math lessons so students can learn from metacognitive discussions.</p>

	<p>Core Instruction professional development through LBUSD's Office of Curriculum, Instruction, and Professional Development.</p> <p>*Developing capacity through modeled lessons, co-planning and co-teaching with the Site Math Lead teacher.</p> <p>*Collaborate with teachers to get input on what professional learning and resources would be most impactful for reaching our goals.</p> <p>Summary of Progress Monitoring: Teachers will monitor student progress on Math iReady at least three times a year during regularly-scheduled staff meetings at QCI staff trainings.</p>			
English Learner	<p>1) By June, 2028,.....70% of EL students will score Meets/Exceeds on SBAC Math....92% of EL students will be at grade level or above on FRSA....90% of EL students will agree on the Pulse Survey that they feel a sense of belonging at Longfellow.</p> <p>Summary of Goals: EL students will make steady</p>	Goal Partially or Not Met	<p>2023-2024 Results Math SBAC met/exceeded EL declined 12.5 (goal not met)</p> <p>FRSA on track EL 73%</p> <p>Pulse Sense of Belonging EL from 70 to 74% (goal partially met)</p> <p>iReady ELA met/exceeded</p>	<p>Teachers will do 30 minutes of designated daily ELD instruction and include integrated ELD strategies into regular lessons including visuals, models, collaborative strategies, and scaffolds.</p> <p>The school is considering what needs to be done for ELS in the area of math and will investigate the possibility of providing tutoring for ELs in math.</p>

	<p>increases in performance on ELPAC, SBAC Math, FRSA, and iReady (see above for number goals) and the Pulse Survey will demonstrate an increase in a sense of belonging at Longfellow. Summary of Progress Monitoring:</p> <p>Teachers will review iReady data at least three times during the year during regularly scheduled meetings. Teachers will also monitor student progress on ELPAC, SBAC, and student surveys.</p> <p>Action Plan: Regularly scheduled ELD will be implemented in each classroom. Progress monitoring of formative, interim and summative assessment data will be systematic and intentional in order to inform instruction. The school-wide writing program will be implemented with scaffolds and supports for EL students. Parent and caregiver workshops will be implemented to build the capacity of families to support their children's education, as well as to provide transparency and understanding of our instructional programs for EL students.</p>		<p>EL 26% iReady Math met/exceeded EL 18%</p>	
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Culture/Climate	<p>1) By June, 2024.....Longfellow students sense of belonging will increase by 2.6% for all students (as of June, 2023, there was no gap between Black students and all students)....Longfellow students sense of identity will increase by 3% for Black students, and 2% for all students....all classrooms will implement the Harmony curriculum to develop and nurture students sense of identity and belonging (with the support of the SEL Facilitator). Harmony Goals, Meet Up, and Buddy Up will be implemented in the first semester, and Harmony Units 1 and 2 in the second semester.</p> <p>Summary of Goals: Continue with SEL learning activities, and develop each teacher's capacity in delivering the Harmony SEL curriculum consistently and effectively. *Collaborate with teachers to get input on what professional learning and resources would be most impactful for reaching our goals.</p> <p>Summary of Progress Monitoring: Teachers will review student</p>	Goal Partially or Not Met	<p>2023-2024 Results</p> <p>Sense of belonging: All 78% (up one, goal partially met) AA 69% (down 8%, goal not met) EL from 70-74% (goal met)</p> <p>Red dash board group concerns: Attendance: EL students, students with socioeconomic disadvantage, and students with disabilities are in the red Suspension: homeless youth</p>	<p>Longfellow will continue building community in all grade levels by creating inclusive, welcoming environments for all students. There will be an emphasis on reaching out to African American students so staff better understands student needs and emotions. To improve attendance overall and with subgroups mentioned (EL, economic disadvantage, students with disabilities), there will be more frequent check-ins and follow-ups to improve attendance. Alternatives to suspension will be first considered with all students, and especially with homeless youth. Homeless youth need more support for making positive choices.</p>
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surveys (district surveys) to monitor increases in sense of identity and belonging at Longfellow.			
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Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The librarian will support students in reading and various research skills needed to effectively read texts and research topics. The librarian will also help the school by providing opportunities for intervention. Grade levels may utilize portions of library time to provide targeted interventions for targeted students. (IN 2)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to</p>

<p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Closing the Achievement and Opportunity gaps, SEL, and foster a sense of belonging. Culture-Climate Survey (Student-Staff) 30, Core Curriculum 70	Students will engage in thematic, standards-aligned, grade level appropriate and rigorous instruction through the Ground Education program. SEL will also be incorporated to foster a sense of belonging among all Longfellow students.	African-American, All Students	LCFF \$30,000 Services - LCFF 100%	08/30/2024 - 06/15/2025 Biweekly	Principal, teachers	Core curriculum, iReady and Pulse Wellness Survey. Culture-Climate Survey (Student-Staff) 30, Core Curriculum 70

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
At Longfellow, we invite families who have students enrolled for TK to join us at back-to-school night on May 20th, 2025, and they will hear from the teacher a week before school begins. Students will be invited to a social event where they have a day at the park to meet each other. Also, the first week of school is shorter and begins with the teacher meeting students in a welcoming environment to prepare students to be a part of the Longfellow community, and so parents know routines and how communication works.	Fifth-grade classrooms are visited by the counselor so she can describe the school-of-choice process and what it's like to choose a middle school and an elective. Students visit the nearby Hughes Middle School where they can see the classrooms and hear from teachers. Students see the Wellness Center and can get a feel for what middle school is like.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
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No supplemental budgeted items have been approved.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	52080

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services**Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Sam Platis	06-12-2026
Staff	Classroom Teacher	Anna Wardell	06-12-2026
Staff	Classroom Teacher	Kirndee Rios (Badesha)	06-13-2025
Staff	Classroom Teacher	Bridget Jones	06-13-2025
Staff	Other School Personnel	Maria Valdes	06-13-2025
Community	Parent/Community Member	Brian [REDACTED]	06-12-2026
Community	Parent/Community Member	Shelby [REDACTED]	06-12-2026
Community	Parent/Community Member	Chad [REDACTED]	06-13-2025
Community	Parent/Community Member	Alysa [REDACTED]	06-13-2025
Community	Parent/Community Member	Julie [REDACTED]	06-13-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Maria [REDACTED]
DELAC Representative	Parent of EL Student (required)	Carla [REDACTED]
Principal or Designee	Staff Member (required)	Grace Reyes
Secretary	Staff Member (required)	Carol Alwood

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	01/24/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Knowing this task falls on the classroom teacher, it would be great to have a designated district overseer at the site to make sure EL students are getting what they need. This person could also work with EL students on a regular basis so they were a familiar face during ELPAC testing.</p> <p>Based on the data we reviewed, we recommend that teachers ought to be reminded and held accountable to teaching 30 minutes of designated ELD each day.</p> <p>As a school, we should approach all ELLs with an asset-based lens. Students are multi-lingual, which is a strength.</p> <p>We recommend that at a Longfellow staff meeting, teachers take the time to discuss and collect best strategies and practices that are working in their classrooms with ELLs.</p> <p>Keep doing the attendance incentives and prizes.</p> <p>At big school events, communicate the importance of student attendance.</p> <p>Update online and paper calendars so parents have early knowledge of minimum, early release, and days off of school.</p> <p>Provide classes for parents on esse</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data Language Census Data EL Attendance Rates Other: FRSA, math and reading iReady, Core survey
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	04/10/2025
6. What was SSC's response to ELAC recommendations?	<p>J■■■ summarized the recommendations. Maria ■■■■ explained the reason for wanting a district person who works with them so that when it comes time for testing, ELPAC, students would be more comfortable. Students need to test with a familiar face. B■■■■ said there was talk about that at QCI. S■■■■ asked about ELA tutoring – is that something that can go to work with ELs? Could that teacher become an ELPAC proctor? M■■■ explained that 30 minutes of ELD will benefit the whole class. O■■■■ explained the difference between integrated ELD (strategies such as using visuals or frontloading or previewing stories) and designated ELD (this is pulling the EL students for small group instruction to meet English learning needs).</p> <p>The final ELAC recommendations were presented at the April 10, 2025, SSC meeting.</p>

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 04/10/2025
2. The SSC approved the **Home-School Compact** on 01/23/2025
3. The SSC approved the **Parent Involvement Guidelines** on 01/23/2025
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:01/30/2025
6. The SPSA was approved at the following SSC Meeting: 04/10/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

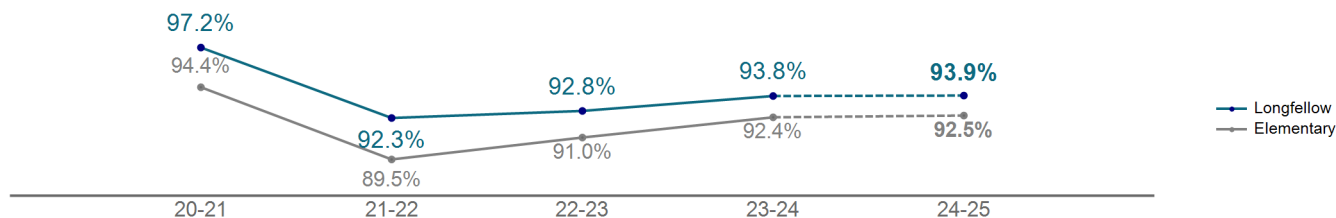
Printed Name: _____ Date: _____

ELAC Chair: _____

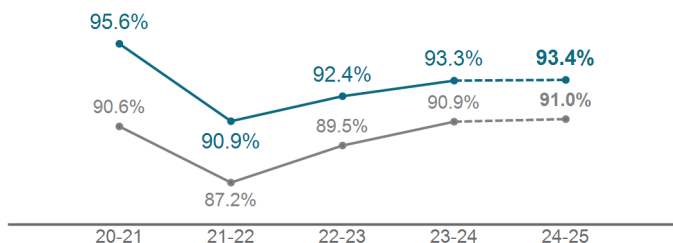
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Attendance Rate

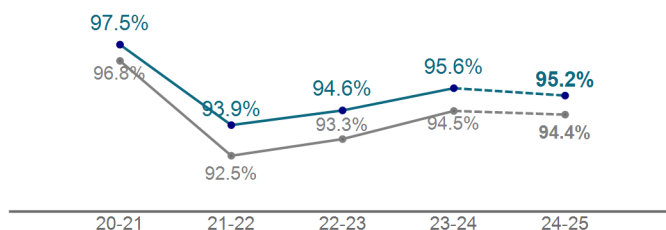
Longfellow
All Students
N = 931



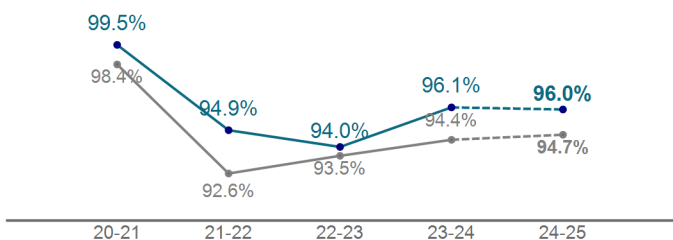
African American
N = 145



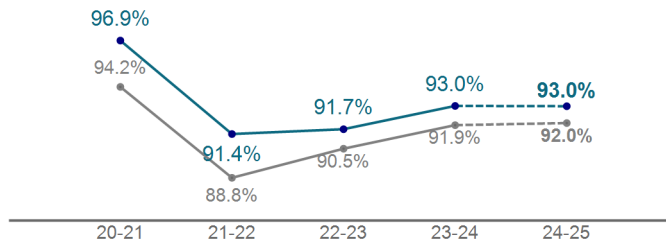
Asian
N = 53



Filipino
N = 29



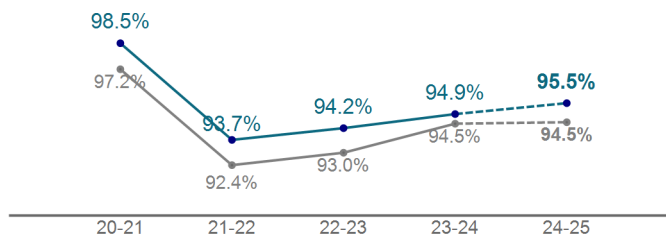
Hispanic
N = 384



Pacific Islander

Subgroup with fewer than 20 students.

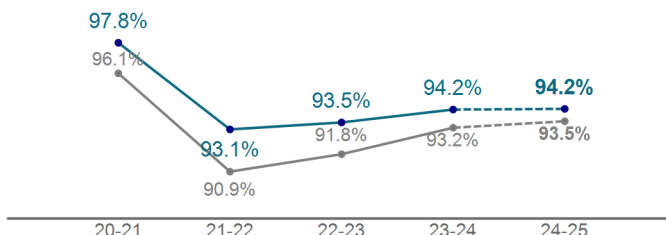
White
N = 191



Native American

Subgroup with fewer than 20 students.

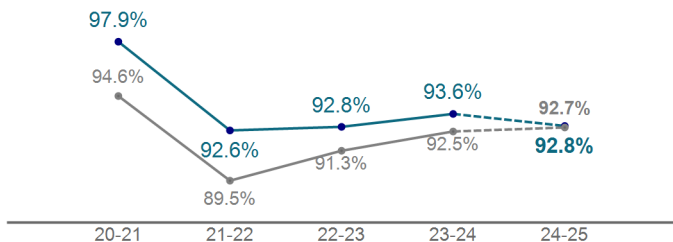
Other
N = 111



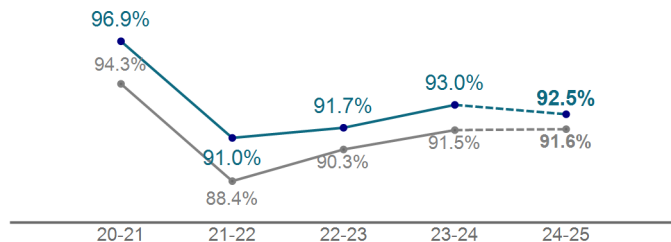
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Attendance Rate

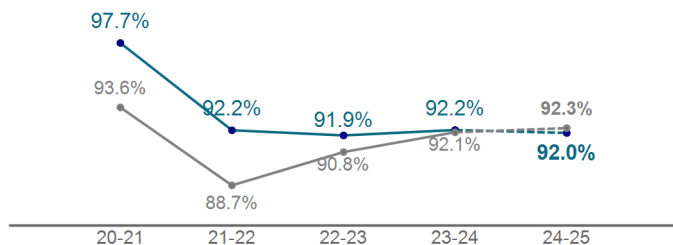
EL + RFEP
N = 77



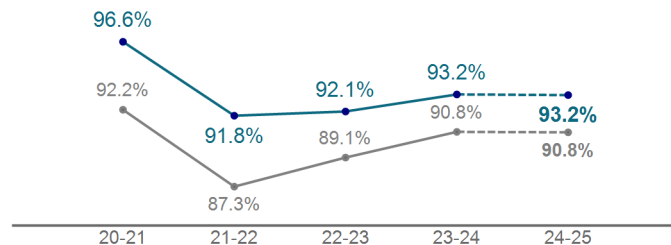
Low SES
N = 375



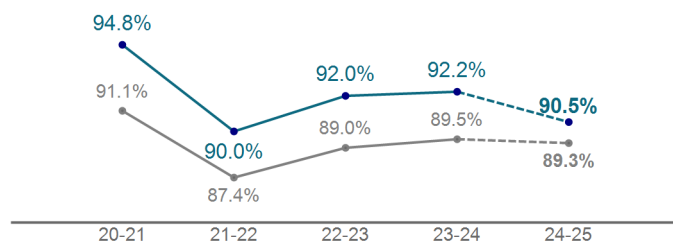
English Learner
N = 62



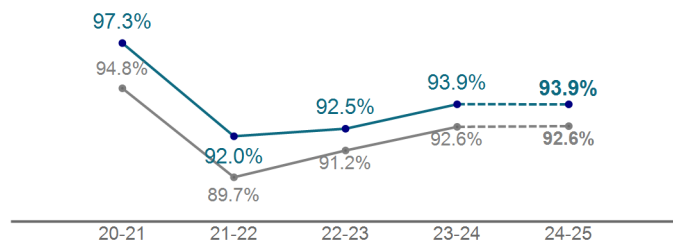
Special Education
N = 57



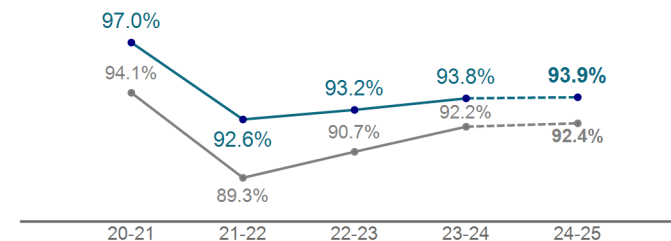
Homeless or Foster Youth
N = 34



Female
N = 454



Male
N = 475



Chronic Absence by Attendance Bands
School Data by Subgroup
Longfellow 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category			# Students					Percent by Category		Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
All Students		978	978	2	14	16	25	42		16.6%	23.5%	32.9%	24.7%
Grade	Gr. TK	74	8	24	22	24	22			32.4%	50.0%	54.1%	38.0%
	Gr. K	120	5	15	17	29	34			20.0%	34.7%	36.7%	32.3%
	Gr. 01	153	1	16	15	21	47			17.0%	24.4%	32.0%	25.1%
	Gr. 02	170	1	15	15	24	45			16.5%	18.7%	31.2%	24.2%
	Gr. 03	151	1	13	20	22	44			13.9%	17.3%	33.8%	19.6%
	Gr. 04	141	1	12	15	30	41			13.5%	16.6%	28.4%	21.8%
	Gr. 05	169	1	11	15	25	48			11.8%	21.7%	26.6%	21.3%
Ethnicity	African American	143	3	17	16	22	41			20.3%	26.1%	36.4%	32.5%
	American Indian	1				100				0.0%	0.0%	0.0%	33.3%
	Asian	61	2	7	11	18	62			8.2%	11.8%	19.7%	14.2%
	Cambodian	69	1	7	14	23	54			8.7%	8.9%	23.2%	18.1%
	Filipino	32			13	22	66			12.5%	18.9%	12.5%	14.4%
	Hispanic	422	3	18	18	26	35			21.3%	29.4%	39.8%	27.2%
	Pacific Islander	13	8	31	8	15	38			38.5%	52.9%	46.2%	37.4%
	White	206		7	18	27	47			7.8%	15.7%	26.2%	11.9%
	Other	100	1	12	13	28	46			13.0%	18.8%	26.0%	20.5%
Gender	Female	483	2	13	18	25	41			15.5%	25.9%	33.3%	23.7%
	Male	492	2	15	15	24	43			17.7%	21.2%	32.7%	25.6%
	Nonbinary	3				67	33			0.0%	0.0%	0.0%	25.0%

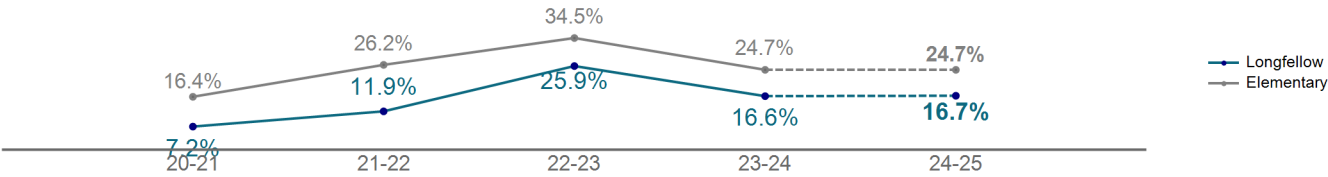
Chronic Absence by Attendance Bands
School Data by Subgroup
Longfellow 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

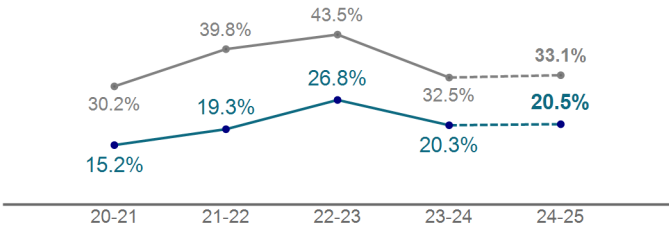
Special Populations	Low SES	370	3	17	20	24	36	19.7%	32.1%	40.0%	29.5%
	ELL	71	7	20	14	28	31	26.8%	34.4%	40.8%	27.0%
	RFEP	25			8	4	20	8.0%	11.5%	12.0%	12.1%
	EL + RFEP	96	5	17	11	26	41	21.9%	27.6%	33.3%	24.8%
	Special Ed.	76	4	16	8	33	39	19.7%	22.6%	27.6%	31.3%
	Spec Ed. Speech/RSP	48			13	6	38	12.5%	19.5%	18.8%	23.3%
	Homeless/Foster	46	4	15	17	26	37	19.6%	34.5%	37.0%	39.4%
	Foster	3					67	0.0%	0.0%	0.0%	31.7%
	Homeless	43	5	16	19	23	37	20.9%	38.8%	39.5%	40.7%
	GATE/Excel	146		7	14	24	54	7.5%	10.8%	21.9%	10.1%

Percent of Students in the Moderately or Severely Chronic Categories

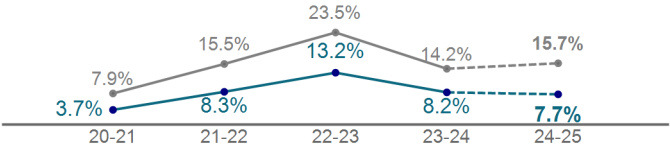
Longfellow
All Students
N = 917



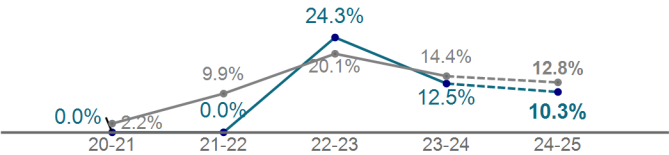
African American
N = 146



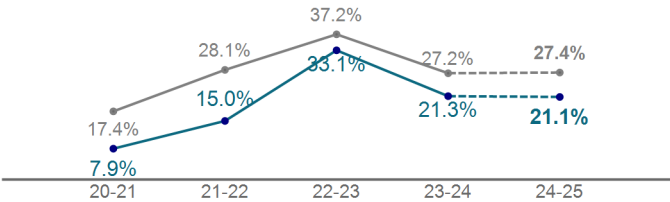
Asian
N = 52



Filipino
N = 29



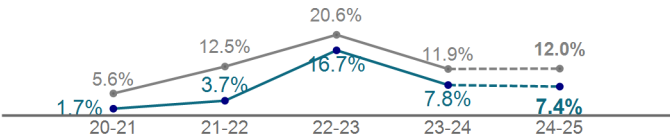
Hispanic
N = 374



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 190

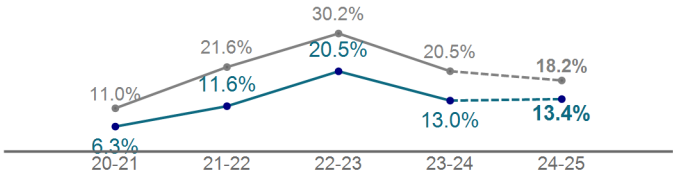


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

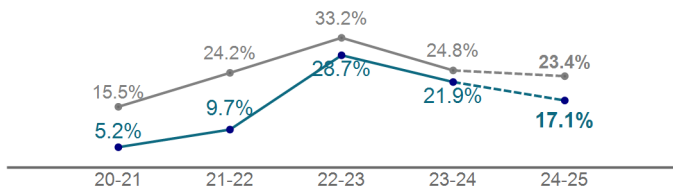
Other
N = 112



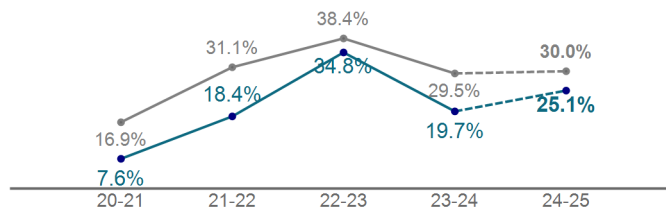
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Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

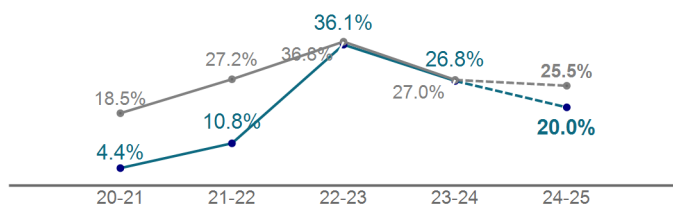
EL + RFEP
N = 70



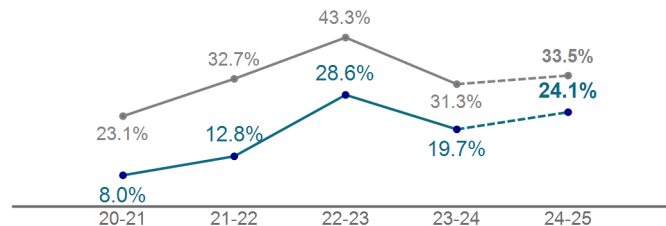
Low SES
N = 375



English Learner
N = 55



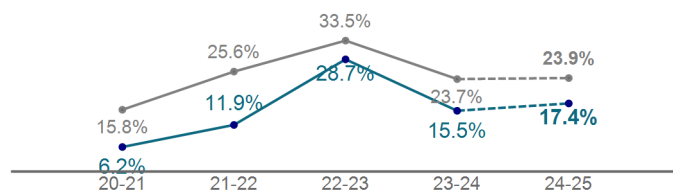
Special Education
N = 58



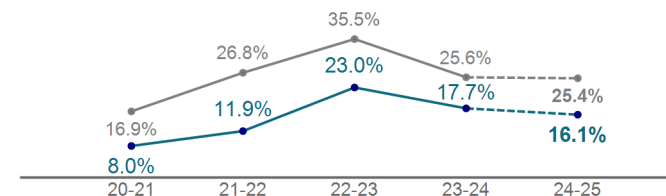
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 448



Male
N = 467



SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	296		296	49		23	22	22	34
			All ES	44		25	22	25	29
			District	30		33	15	16	36
Grade	Gr. 04 (Minimum Growth Target: 44)		136	51		21	24	25	30
			All ES	43		25	24	27	24
			District	42		26	24	27	24
	Gr. 05 (Minimum Growth Target: 35)		160	48		24	20	19	38
			All ES	44		24	19	23	34
			District	42		25	20	22	33
E L A Ethnicity	Hispanic		124	50		23	23	18	35
			All ES	44		25	22	24	29
			District	29		34	15	16	36
	White		59	50		17	22	31	31
			All ES	41		26	22	26	27
			District	28		33	15	18	34
	African American		50	43		26	22	20	32
			All ES	42		25	21	23	31
			District	28		34	15	15	37
	Other		28	52		25	11	29	36
			All ES	45		22	21	29	28
			District	32		30	16	19	35

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	Ethnicity	Asian	20	58	15252040			
			All ES	52	23202334			
			District	35	31141540			
		Cambodian	19^	-	32321621			
			All ES	53	20222534			
			District	34	30161638			
		Filipino	8^	-	382538			
			All ES	40	24242527			
			District	35	29161738			
		Pacific Islander	6^	-	33173317			
			All ES	34	29163916			
			District	30	34131737			
		American Indian	1^	-	100			
			All ES^	32	29351818			
			District	26	32211334			
Gender	Female	141	50	18262433				
		All ES	45	24222529				
		District	32	31151736				
	Male	154	49	27181936				
		All ES	43	25212429				
		District	27	35151535				

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
		N			Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	1^	-		1000			
		All ES^	-23		1000			
		District	5		53	6	12	29
Special Populations	EL + RFEP	30	46		30	20	27	23
		All ES	43		25	22	23	30
		District	29		34	14	14	38
	ELL	18^	-		28	28	17	28
		All ES	43		25	22	23	30
		District	33		32	17	16	35
	RFEP	12^	-		33	8	42	17
		All ES	44		25	24	22	29
		District	26		35	12	13	40
	Foster	1^	-		1000			
		All ES	32		32	31	15	22
		District	9		40	19	13	28
	GATE/Excel	83	48		24	14	35	27
		All ES	41		26	21	28	25
		District	31		31	16	18	35
	Homeless	21	84		10	24	10	57
		All ES	47		25	20	21	33
		District	27		35	14	14	37

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	22	81	<div><div></div><div>9</div><div>27</div><div>9</div><div>55</div></div>				
			All ES	45	<div><div></div><div>26</div><div>22</div><div>20</div><div>32</div></div>				
			District	25	<div><div></div><div>35</div><div>15</div><div>14</div><div>36</div></div>				
		Low SES	117	45	<div><div></div><div>26</div><div>22</div><div>15</div><div>37</div></div>				
			All ES	44	<div><div></div><div>25</div><div>22</div><div>24</div><div>30</div></div>				
			District	29	<div><div></div><div>33</div><div>15</div><div>16</div><div>35</div></div>				
		Special Ed.	29	33	<div><div></div><div>38</div><div>17</div><div>14</div><div>31</div></div>				
			All ES	38	<div><div></div><div>30</div><div>18</div><div>21</div><div>30</div></div>				
			District	28	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>				
		Spec Ed. Speech/RSP	29	33	<div><div></div><div>38</div><div>17</div><div>14</div><div>31</div></div>				
			All ES	43	<div><div></div><div>28</div><div>19</div><div>20</div><div>32</div></div>				
			District	31	<div><div></div><div>34</div><div>15</div><div>15</div><div>36</div></div>				

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Declined	Below Target	Above Target	Accelerated*	
All Students	296	296	49		14	27	36	23
		All ES	39		22	28	29	21
		District	22		35	19	19	27
Grade	Gr. 04 (Minimum Growth Target: 42)	136	49		13	30	37	21
		All ES	48		17	28	32	23
		District	47		17	29	32	23
	Gr. 05 (Minimum Growth Target: 39)	160	49		14	24	36	26
		All ES	31		28	28	25	19
		District	30		29	28	25	18
Math Ethnicity	Hispanic	124	49		16	25	40	19
		All ES	38		23	28	28	20
		District	20		36	20	18	26
	White	59	52		10	25	37	27
		All ES	43		20	28	33	20
		District	27		31	20	21	28
	African American	50	36		20	32	30	18
		All ES	38		25	26	26	23
		District	18		38	18	17	26
	Other	28	63			32	36	32
		All ES	40		22	27	29	22
		District	27		32	18	20	30

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Ethnicity	Asian	20	40	<div><div>20</div><div>30</div><div>30</div><div>20</div></div>			
			All ES	46	<div><div>18</div><div>25</div><div>31</div><div>25</div></div>			
			District	25	<div><div>32</div><div>18</div><div>21</div><div>28</div></div>			
		Cambodian	19^	-	<div><div>11</div><div>37</div><div>32</div><div>21</div></div>			
			All ES	42	<div><div>20</div><div>27</div><div>30</div><div>24</div></div>			
			District	24	<div><div>33</div><div>19</div><div>21</div><div>27</div></div>			
		Filipino	8^	-	<div><div>13</div><div>38</div><div></div><div>50</div></div>			
			All ES	45	<div><div>14</div><div>32</div><div>32</div><div>21</div></div>			
			District	37	<div><div>25</div><div>19</div><div>22</div><div>35</div></div>			
		Pacific Islander	6^	-	<div><div></div><div>33</div><div>33</div><div>33</div></div>			
			All ES	49	<div><div>20</div><div>35</div><div>24</div><div>22</div></div>			
			District	24	<div><div>34</div><div>19</div><div>20</div><div>28</div></div>			
		American Indian	1^	-	<div><div></div><div>100</div><div></div><div></div></div>			
			All ES^	32	<div><div>29</div><div>29</div><div>29</div><div>12</div></div>			
			District	24	<div><div>35</div><div>16</div><div>30</div><div>19</div></div>			
Gender	Female	141	44	<div><div>17</div><div>26</div><div>34</div><div>23</div></div>				
		All ES	38	<div><div>23</div><div>28</div><div>29</div><div>20</div></div>				
		District	21	<div><div>35</div><div>19</div><div>19</div><div>26</div></div>				
	Male	154	54	<div><div>10</div><div>27</div><div>38</div><div>24</div></div>				
		All ES	40	<div><div>22</div><div>28</div><div>28</div><div>22</div></div>				
		District	23	<div><div>34</div><div>19</div><div>19</div><div>28</div></div>				

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

4/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Gender	Nonbinary	1^	-			100	0
			All ES^	30			100	0
			District	11	45	15	6	33
	Special Populations	EL + RFEP	30	39	17	40	30	13
			All ES	40	21	29	27	22
			District	20	37	19	16	27
		ELL	18^	-	11	44	22	22
			All ES	40	23	27	26	23
			District	24	34	20	18	27
		RFEP	12^	-	25	33	42	0
			All ES	40	18	33	30	20
			District	15	40	18	15	28
		Foster	1^	-			100	0
			All ES	32	31	21	21	28
			District	11	39	20	14	27
		GATE/Excel	83	54	10	22	43	25
			All ES	41	19	30	32	19
			District	28	29	21	22	29
		Homeless	21	41	19	29	38	14
			All ES	42	22	30	26	23
			District	20	37	19	17	27

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Longfellow

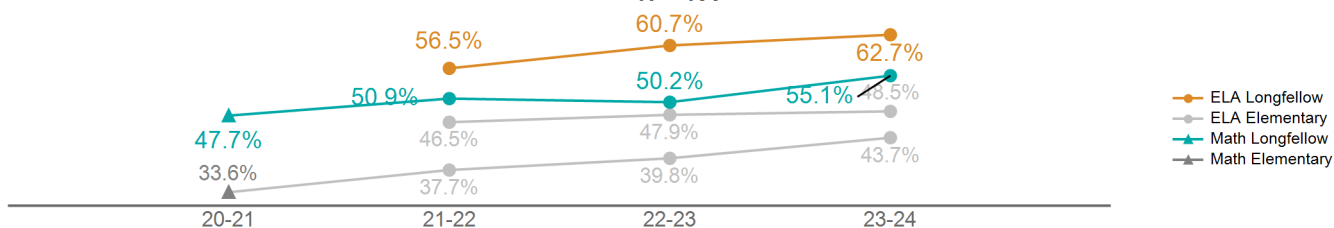
4/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Special Populations	Homeless/Foster	22	42		18	27	41	14
			All ES	41		23	29	25	23
			District	19		37	19	16	27
		Low SES	117	46		18	28	35	19
			All ES	39		23	28	28	21
			District	21		36	19	18	27
		Special Ed.	29	52		17	24	28	31
			All ES	39		26	25	23	27
			District	20		38	18	17	28
		Spec Ed. Speech/RSP	29	52		17	24	28	31
			All ES	40		25	26	24	26
			District	20		37	18	17	28

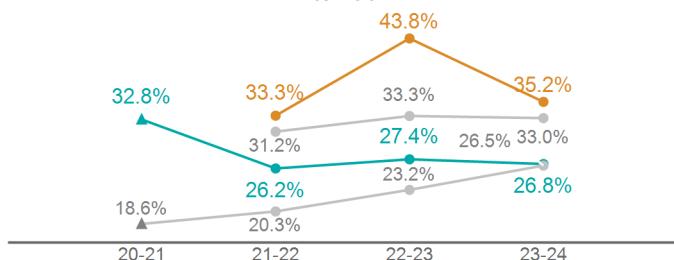
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

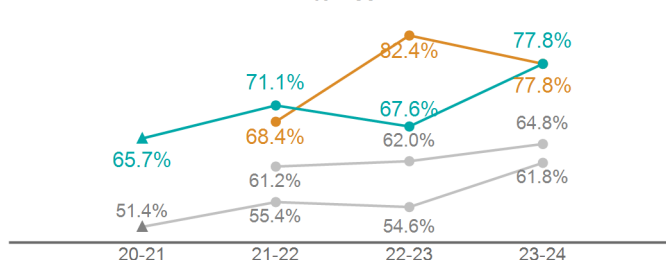
**Longfellow
All Students
N = 450**



**African American
N = 71**



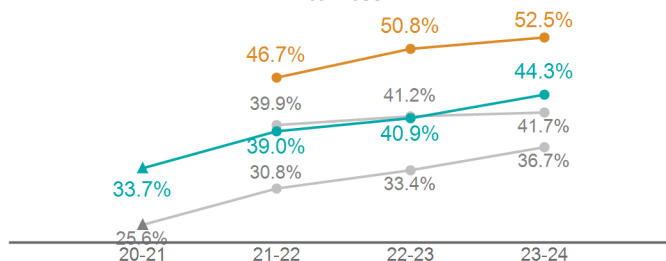
**Asian
N = 36**



Filipino

Subgroup with fewer than 20 students.

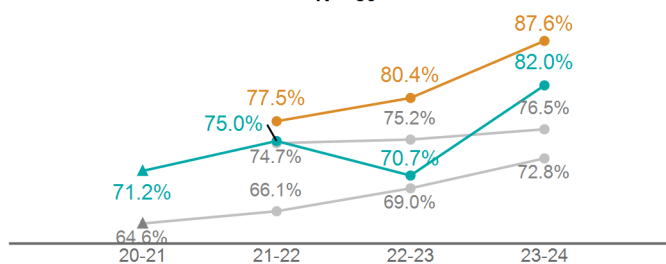
**Hispanic
N = 183**



Pacific Islander

Subgroup with fewer than 20 students.

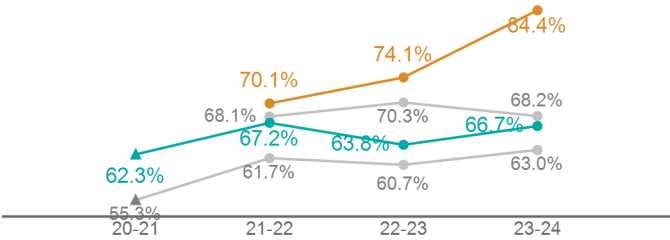
**White
N = 89**



Percent of Students with Achievement Level of Met or Exceeded in SBAC

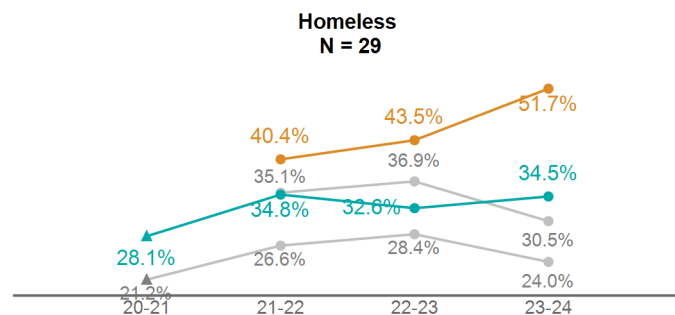
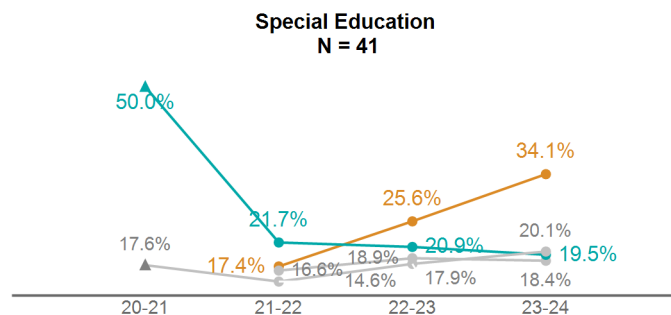
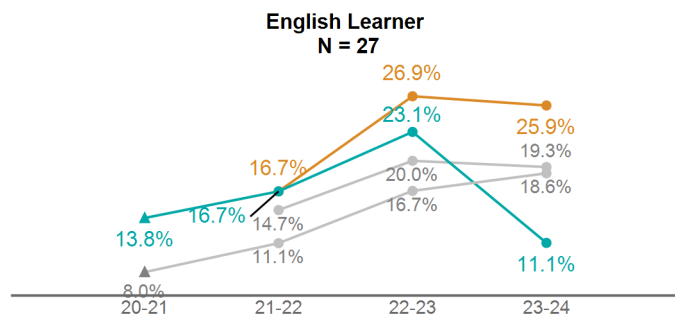
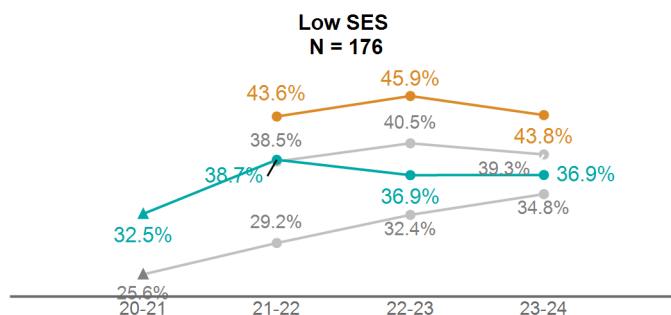
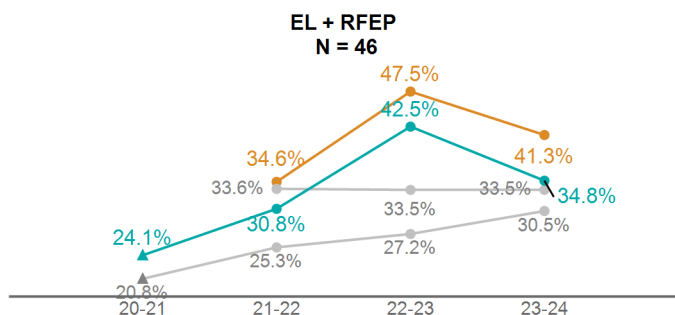
Native American
Subgroup with fewer than 20 students.

Other
N = 45

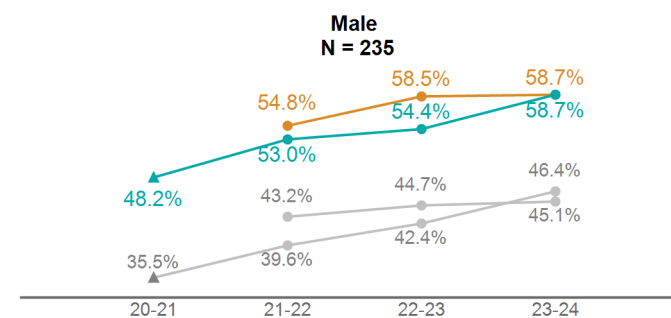
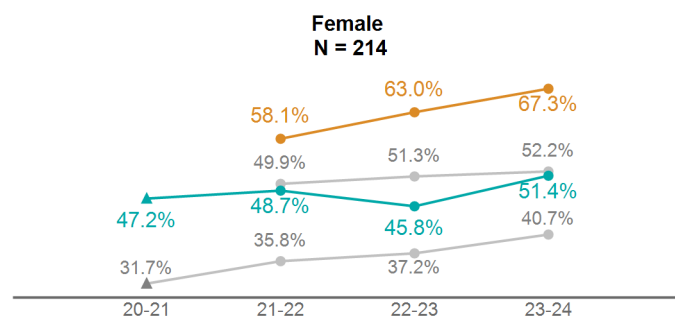


N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



Foster Youth
Subgroup with fewer than 20 students.



Longfellow

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	1	34	84	
		Grade	Gr. 01		4	16	
			Gr. 02		3	20	
			Gr. 03		6	12	
			Gr. 04		11	14	
			Gr. 05		10	15	
			Gr. K			4	
			Gr. TK	1		3	
		Ethnicity	African American		13	36	
			Asian		2	4	
			Hispanic		9	22	
			Other	1	5	12	
			White		5	10	
		Gender	Female		8	7	
			Male	1	25	67	
			Nonbinary		1	10	

Longfellow

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	Fluency	EL + RFEP		<div><div></div>4</div>	<div><div></div>4</div>	
			ELL		<div><div></div>2</div>	<div><div></div>4</div>	
			RFEP		<div><div></div>2</div>		
		GATE/Excel	GATE/Excel		<div><div></div>1</div>	<div><div></div>7</div>	
		Homeless	Homeless		<div><div></div>9</div>	<div><div></div>6</div>	
		LowSES	Low SES		<div><div></div>21</div>	<div><div></div>44</div>	
		SPED	Special Ed.		<div><div></div>6</div>	<div><div></div>13</div>	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		<div><div></div>5</div>	<div><div></div>10</div>	

Longfellow

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	1	25	16	
		Grade	Gr. 01		4	1	
			Gr. 02		4	3	
			Gr. 03		2	4	
			Gr. 04		3	3	
			Gr. 05	1	12	3	
			Gr. K			2	
		Ethnicity	African American		15	3	
			Asian			1	
			Hispanic	1	6	6	
			Other		3	3	
			White		1	3	
		Gender	Female		3	4	
			Male	1	22	12	
		Fluency	EL + RFEP	1	2	1	
			ELL	1	2		
			RFEP			1	
		Foster	Foster			1	
		Homeless	Homeless		8	2	
		LowSES	Low SES		14	8	
		SPED	Special Ed.	1	3	3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	3	3	

Longfellow

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All		23	11	5
		Grade	Gr. 01		6	3	
			Gr. 02		7	3	1
			Gr. 03		1		
			Gr. 04		3	2	4
			Gr. 05		6	1	
			Gr. K			2	
		Ethnicity	African American		5	3	3
			Asian		1		
			Filipino				1
			Hispanic		11	5	
			Other		1		
			White		5	3	1
		Gender	Female		7	5	
			Male		16	6	5
		Fluency	EL + RFEP		5		
			ELL		5		
		Foster	Foster		1	1	
		GATE/Excel	GATE/Excel		2		
		Homeless	Homeless		3	1	3
		LowSES	Low SES		16	10	5
		SPED	Special Ed.		4	3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		4	1	

Longfellow

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		10	4	
		Grade	Gr. 02		1	1	
			Gr. 03		1	1	
			Gr. 04		5	2	
			Gr. 05		3		
		Ethnicity	African American		3	2	
			Filipino			1	
			Hispanic		5	1	
			Other		1		
			White		1		
		Gender	Female		1	1	
			Male		9	3	
		GATE/Excel	GATE/Excel		1	1	
		Homeless	Homeless		3	1	
		LowSES	Low SES		5	4	
		SPED	Special Ed.		4		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		4		

Longfellow

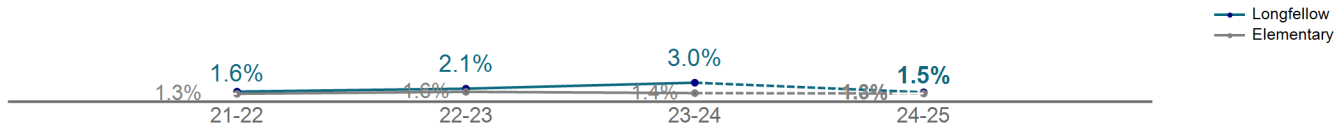
2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

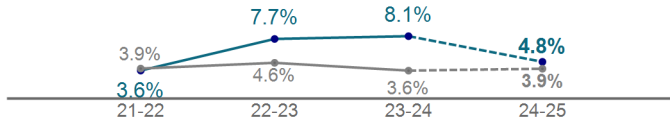
School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		24		
		Grade	Gr. 02		1		
			Gr. 03		9		
			Gr. 04		8		
			Gr. 05		6		
		Ethnicity	African American		5		
			Hispanic		12		
			Other		2		
			Pacific Islander		2		
			White		3		
		Gender	Female		1		
			Male		23		
		Fluency	EL + RFEP		1		
			ELL		1		
		GATE/Excel	GATE/Excel		1		
		Homeless	Homeless		4		
		LowSES	Low SES		13		
		SPED	Special Ed.		7		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		6		

Suspension Rate

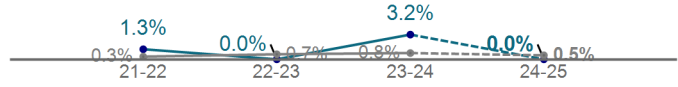
Longfellow
All Students
N = 937



African American
N = 147



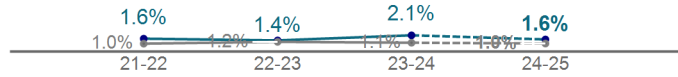
Asian
N = 53



Filipino
N = 29



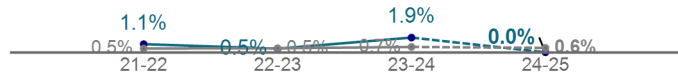
Hispanic
N = 387



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 191



Native American

Subgroup with fewer than 20 students.

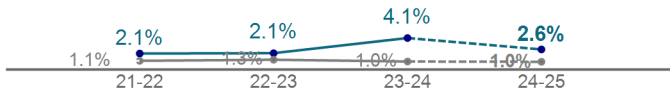
Other
N = 112



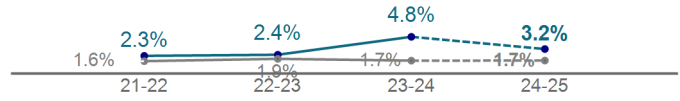
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

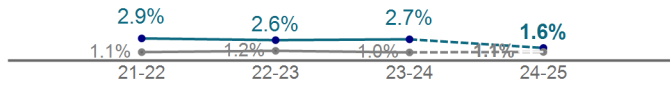
EL + RFEP
N = 77



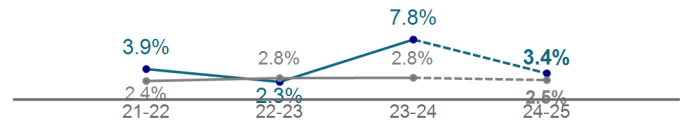
Low SES
N = 379



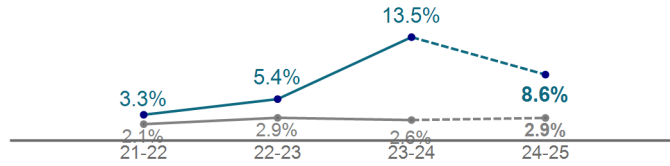
English Learner
N = 62



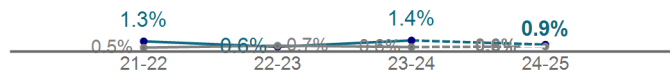
Special Education
N = 59



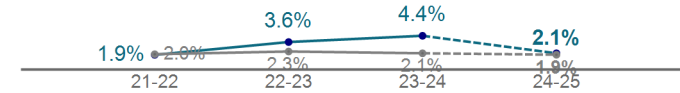
Homeless or Foster Youth
N = 35



Female
N = 457



Male
N = 478



Suspension Rate

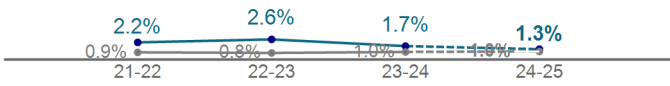
Gr. K
N = 126



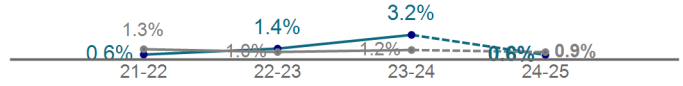
Gr. 01
N = 121



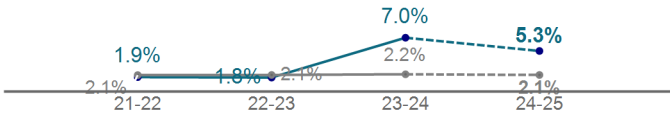
Gr. 02
N = 151



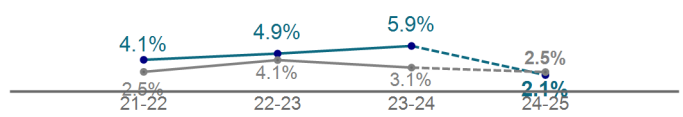
Gr. 03
N = 174



Gr. 04
N = 152



Gr. 05
N = 141



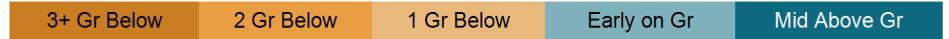
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	141	12	75	9	4	
			2	145	4	57	20	19	
			3	143	3	38	20	39	
	Teacher	Azcue, D	1	29	24	69	3	3	
			2	30	10	80	3	7	
			3	30	7	60	13	20	
		Huanosto, K	1	25	12	76	4	8	
			2	26	8	62	19	12	
			3	28	4	50	18	29	
		Meadows, M	1	29	14	79	7		
			2	30	3	57	23	17	
			3	30	3	33	27	37	
		Story-Flynn, P	1	28	11	82	4	4	
			2	29		66	21	14	
			3	29	3	48	31	17	
		Yarak, L	1	30	7	63	27	3	
			2	30		17	37	47	
			3	30			10	90	

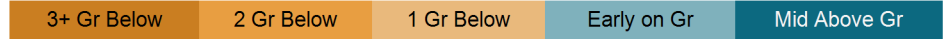
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 1



Legend

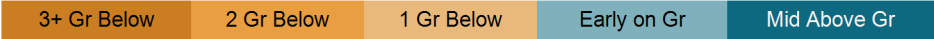


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	18	17	72	6	6	
			2	22	5	55	32	9	
			3	20		40	10	50	
		Asian	1	6	100				
			2	7		71	14	14	
			3	7		14	29	29	29
		Filipino	1	3	100				
			2	3	100				
			3	4		25	25	50	
		Hispanic	1	64	19	75	5		
			2	64	5	70	14	11	
			3	65	3	57	15	25	
		White	1	34	3	71	18	9	
			2	33		36	18	45	
			3	33		15	24	61	
		Other	1	16	6	75	19		
			2	16		13	31	38	19
			3	14		7	14	36	43
	Gender	Female	1	70	9	84	7		
			2	72		72	15	13	
			3	71		41	31	28	
		Male	1	71	15	66	11	7	
			2	73		8	41	25	26
			3	72		6	36	8	50
	Special Populations	Low SES	1	49	16	82	2		
			2	49	8	71	14	6	
			3	46		4	59	13	24
		ELL	1	6	33	67			
			2	6	33	67			
			3	7	43	57			
		RFEP	1	2		50	50		
			2	2		50	50		
			3	2		50	50		

i-Ready Math Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
1	Special Populations	EL + RFEP	1	8	25	63	13
			2	8	25	63	13
			3	9	33	56	11
		Special Ed.	1	7	43	57	
			2	7	14	71	14
			3	7	14	71	14
		Spec Ed. Speech/RSP	1	4	50	50	
			2	4	25	50	25
			3	4	25	50	25
		Homeless	1	1	100		
			2	2			100
			3	1			100

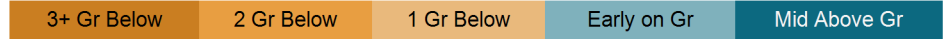
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	165	27	56	9	7	
			2	167	17	55	14	14	
			3	161	9	40	19	32	
	Teacher	CAHUANTZI, I	1	26	50	46	4		
			2	26	42	50	4	4	
			3	26	19	54	15	12	
		Chang, S	1	25	56	36	8		
			2	25	28	64	8		
			3	25	4	64	12	20	
		Leonardo, T	1	28	29	61	7	4	
			2	28	11	64	14	11	
			3	28	7	57	18	18	
		Montemayor-Duncan, M	1	30		50	23	27	
			2	30		27	17	57	
			3	30			3	13	83
		Paige, M	1	29	17	72	10		
			2	29	10	66	17	7	
			3	29		10	41	28	21
		Puth, S	1	27	30	59	11		
			2	27	11	63	26		
			3	27		11	33	26	30
	Ethnicity	African American	1	20	40	60			
			2	21	33	67			
			3	19	5	63	21	11	
		Asian	1	9		67	11	22	
			2	10	10	60	10	20	
			3	9		11	22	11	56
		Filipino	1	5	40	40	20		
			2	5		20	20	60	
			3	5		60		40	
		Hispanic	1	73	34	60	4		
			2	75	21	63	12	4	
			3	72		14	49	18	19

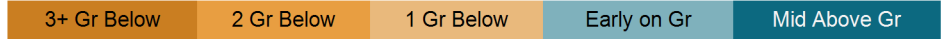
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 2



Legend

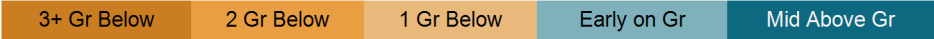


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	41	12	51	17	20	
			2	40	5	38	18	40	
			3	39	3	13	23	62	
		Other	1	16	25	50	19	6	
			2	15		60	27	13	
			3	16	6	44	19	31	
	Gender	Female	1	82	27	60	7	6	
			2	83	14	58	14	13	
			3	80	10	38	20	33	
		Male	1	83	28	53	11	8	
			2	84	19	52	14	14	
			3	81	7	43	17	32	
	Special Populations	Low SES	1	62	39	52	8	2	
			2	65	29	62	5	5	
			3	61	15	54	16	15	
		ELL	1	9	44	56			
			2	11	45	55			
			3	9	44	33	11	11	
		RFEP	1	4		50		50	
			2	4			50	50	
			3	4				100	
		EL + RFEP	1	13	31	54	15		
			2	15	33	40	13	13	
			3	13		31	23	8	38
		Special Ed.	1	11	64	27	9		
			2	12	50	42	8		
			3	11	18	64	9	9	
		Spec Ed. Speech/RSP	1	7	57	29	14		
			2	8	38	50	13		
			3	7	14	71	14		

i-Ready Math Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	6	33	67			
			2	7	43	57			
			3	7		29	29	43	
		GATE/Excel	1	32		44	25	31	
			2	32		19	25	56	
			3	32		6	6	88	

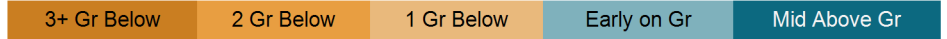
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 3



Legend

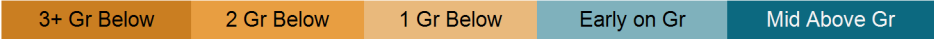


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	150	8	17	57	15	3
			2	150	1	12	47	24	15
			3	149	8	38	19	34	
	Teacher	Edwards, D	1	30			57	27	17
			2	30		17	27	57	
			3	30			7	93	
		Jackson, A	1	30	7	30	63		
			2	30		20	67	10	3
			3	30		13	57	17	13
		Miller, S	1	29	7	10	55	28	
			2	29		33	38	38	17
			3	29			41	38	21
		Wardell, A	1	30	13	17	53	17	
			2	30	3	10	57	27	3
			3	30		3	10	40	20
		Weintraub, R	1	29	14	21	59	7	
			2	30		20	60	20	
			3	30		17	50	17	17
	Ethnicity	African American	1	21	19	33	38	10	
			2	22	5	32	55	9	
			3	21	5	14	62	14	5
		Asian	1	16	13	6	56	19	6
			2	16		6	44	31	19
			3	16		6	31	25	38
		Filipino	1	5			60	40	
			2	5			40	40	20
			3	5				20	80
		Hispanic	1	58	7	24	62	5	2
			2	57		2	14	54	21
			3	57		11	46	14	30
		Pacific Islander	1	3	33		67		
			2	3			100		
			3	3		33	33	33	

i-Ready Math Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
3	Ethnicity	White	1	29	33	48	34	10
			2	29	7	21	31	41
			3	29	3	21	17	59
		Other	1	18	83		17	
			2	18	56		33	11
			3	18	28		39	33
	Gender	Female	1	74	7	19	59	15
			2	73	1	10	51	25
			3	71	1	7	37	24
		Male	1	76	9	14	54	16
			2	77	1	14	44	23
			3	78	9		38	15

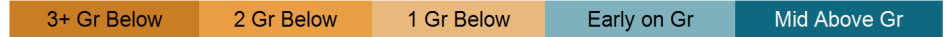
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Low SES	1	58	14	26	55	5	
			2	59	2	25	49	19	5
			3	58	2	14	53	17	14
		ELL	1	9	56		44		
			2	9	33		67		
			3	7		14	43	29	14
		RFEP	1	7		86		14	
			2	7		57		29	14
			3	7			29	29	43
		EL + RFEP	1	16	31		63	6	
			2	16	19		63	13	6
			3	14		7	36	29	29
		Special Ed.	1	12	33	17	33	8	8
			2	13	15	31	38	8	8
			3	13	8	31	46	8	8
		Spec Ed. Speech/RSP	1	7	29	14	43	14	
			2	8	38		50	13	
			3	8	13	38	38	13	
		Homeless	1	5	20	20	60		
			2	4		25	50	25	
			3	4		25	50	25	
		GATE/Excel	1	28			57	25	18
			2	27			15	30	56
			3	28			4	7	89

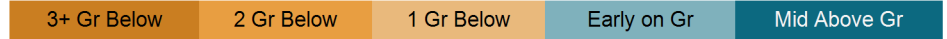
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	138	12	15	50	10	12
			2	135	6	13	44	18	19
			3	132	4	7	37	22	30
	Teacher	Goldsworthy, A	1	34	6	15	68	9	3
			2	33	33		73	15	6
			3	35	3		60	26	11
		Migliazzo, M	1	34			29	24	47
			2	34		9		29	62
			3	34				15	85
		Nevarez, A	1	34	26	15	53	6	
			2	33	15	27	45	9	3
			3	34	15	15	47	18	6
		Nicoletti, W	1	34	21	29	47	3	
			2	33	6	24	52	15	3
			3	34	3	12	44	26	15
	Ethnicity	African American	1	31	23	29	39	6	3
			2	30	10	27	43	7	13
			3	29	7	14	55	14	10
		American Indian	1	1			100		
			2	1				100	
			3	1				100	
		Asian	1	6	17		50	17	17
			2	6		17	17	33	33
			3	6		17	17		67
		Filipino	1	4			100		
			2	4		25	25	50	
			3	4		25		75	
		Hispanic	1	49	12	16	55	6	10
			2	49	6	12	51	20	10
			3	48	4	6	44	21	25
		Pacific Islander	1	5		20	40	40	
			2	5	20		60	20	
			3	5			40	40	20

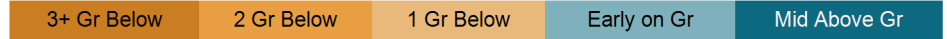
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 4



Legend

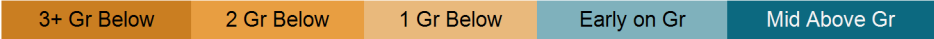


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	White	1	29	<div><div>310451428</div></div>				
			2	27	<div><div>411941</div></div>				
			3	27	<div><div>222652</div></div>				
		Other	1	13	<div><div>88541515</div></div>				
			2	13	<div><div>2338831</div></div>				
			3	12	<div><div>833850</div></div>				
	Gender	Female	1	57	<div><div>14215357</div></div>				
			2	55	<div><div>51358159</div></div>				
			3	52	<div><div>28482715</div></div>				
		Male	1	80	<div><div>1111481416</div></div>				
			2	79	<div><div>613342027</div></div>				
			3	79	<div><div>56291941</div></div>				
		Nonbinary	1	1	<div><div>100</div></div>				
			2	1	<div><div>100</div></div>				
			3	1	<div><div>100</div></div>				
	Special Populations	Low SES	1	63	<div><div>161951105</div></div>				
			2	59	<div><div>51949207</div></div>				
			3	56	<div><div>213432320</div></div>				
		ELL	1	10	<div><div>204040</div></div>				
			2	9	<div><div>11225611</div></div>				
			3	9	<div><div>33441111</div></div>				
		RFEP	1	3	<div><div>3367</div></div>				
			2	3	<div><div>100</div></div>				
			3	3	<div><div>6733</div></div>				
		EL + RFEP	1	13	<div><div>153846</div></div>				
			2	12	<div><div>817678</div></div>				
			3	12	<div><div>2550178</div></div>				
		Special Ed.	1	11	<div><div>451836</div></div>				
			2	11	<div><div>3636189</div></div>				
			3	10	<div><div>20303020</div></div>				
		Spec Ed. Speech/RSP	1	9	<div><div>562222</div></div>				
			2	9	<div><div>33441111</div></div>				
			3	8	<div><div>25252525</div></div>				

i-Ready Math Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Homeless	1	11	18	36	18	18	9
			2	13	8	8	38	31	15
			3	8	13	38	25	25	
		GATE/Excel	1	31		23	23	55	
			2	31		6	16	77	
			3	31		33		94	

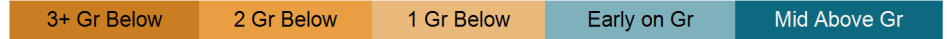
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	160	11 24 33 14 18				
			2	165	6 10 36 19 28				
			3	167	5 8 31 15 41				
	Teacher	Durham, A	1	32	3 44 44 9				
			2	33	3 6 61 18 12				
			3	33	3 6 45 27 18				
		Mann, M	1	31	26 32 35 6				
			2	32	13 25 44 19				
			3	33	12 15 45 18 9				
		Mayfield, A	1	31	26 42 32				
			2	31	16 23 55 6				
			3	32	13 22 63 3				
		Olguin, D	1	34	3 24 24 50				
			2	35	9 34 57				
			3	35	3 17 80				
		Rohr, A	1	34	3 29 32 35				
			2	35	17 17 66				
			3	35	9 91				
	Ethnicity	African American	1	17	18 35 24 24				
			2	19	16 11 37 32 5				
			3	19	11 5 32 26 26				
		Asian	1	14	7 36 14 43				
			2	14	7 36 57				
			3	15	7 13 20 60				
		Filipino	1	6	33 17 50				
			2	6	33 33 33				
			3	6	50 50				
		Hispanic	1	77	18 30 42 4 6				
			2	77	9 18 47 16 10				
			3	78	6 13 41 18 22				
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				

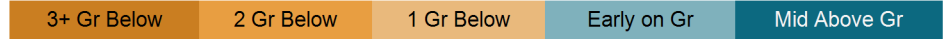
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 5



Legend

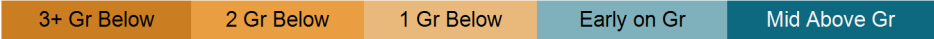


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	31	3	6	23	32	35
			2	33	3		24	9	64
			3	33	3	15	6		76
		Other	1	14	21		21	29	29
			2	15		27		27	47
			3	15	13	13	7		67
	Gender	Female	1	84	13	25	33	17	12
			2	88	9	10	34	24	23
			3	88	7	8	30	18	38
		Male	1	76	9	22	32	12	25
			2	77	3	10	38	14	35
			3	79	4	8	32	11	46
	Special Populations	Low SES	1	57	23	32	30	2	14
			2	58	14	17	34	16	19
			3	58	10	16	31	16	28
		ELL	1	9	33	56	11		
			2	10	10	30	60		
			3	12	17	8	67	8	
		RFEP	1	11	9	18	36	9	27
			2	10	20	30	10		40
			3	10		50			50
		EL + RFEP	1	20	20	35	25	5	15
			2	20	5	25	45	5	20
			3	22	9	5	59	5	23
		Special Ed.	1	16	31	25	31		13
			2	15	13	27	47		13
			3	16	19	19	31	13	19
		Spec Ed. Speech/RSP	1	13	38	31	23		8
			2	12	17	33	42		8
			3	13	23	23	31	8	15
		Foster	1	1					100
			2	2		50			50
			3	2		50			50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Homeless	1	8	25	63	13		
			2	8	13	63	25		
			3	8		25	50	25	
		GATE/Excel	1	50		2	12	28	58
			2	53		8	19	74	
			3	53		2	6	92	

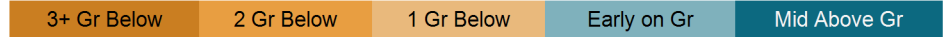
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	142	5	66	15	13	
			2	145	3	49	11	37	
			3	140	2	29	13	56	
	Teacher	Azcue, D	1	29	14	69	3	14	
			2	30	3	60	10	27	
			3	30	3	47	7	43	
		Huanosto, K	1	25	8	76	8	8	
			2	27	4	59	11	26	
			3	28		39	14	46	
		Meadows, M	1	29		86	10	3	
			2	30	3	67		30	
			3	30		3	27	23	47
		Story-Flynn, P	1	28		57	29	14	
			2	29	3	52	14	31	
			3	29		3	28	14	55
		Yarak, L	1	30		40	30	30	
			2	30		10	23		67
			3	30		3	7		90

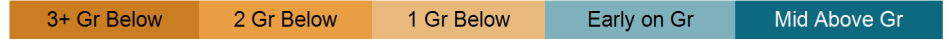
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	19	5	68	16	11	
			2	20	5	35	20	40	
			3	19		37	16	47	
		Asian	1	6		83	17		
			2	7	14	57	14	14	
			3	7		14	29	57	
		Filipino	1	4		75	25		
			2	3		67		33	
			3	4		25		75	
		Hispanic	1	63	6	76	10	8	
			2	65		62	8	31	
			3	61	3	39	11	46	
		White	1	34		53	26	21	
			2	34	3	35	9	53	
			3	34		12	15	74	
		Other	1	16	13	44	13	31	
			2	16	6	38	19	38	
			3	15		27	7	67	
	Gender	Female	1	70	1	67	17	14	
			2	72		51	10	39	
			3	71		30	11	59	
		Male	1	72	8	65	14	13	
			2	73	5	47	12	36	
			3	69	4	28	14	54	
	Special Populations	Low SES	1	50	8	76	16		
			2	49	2	61	10	27	
			3	45	4	38	11	47	
		ELL	1	6	17	67	17		
			2	7	14	71	14		
			3	7		43	14	29	
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2			50	50	

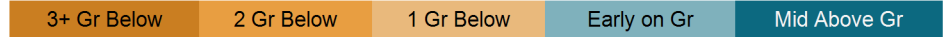
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	EL + RFEP	1	8	13	63	13	13	
			2	9	11	67	22		
			3	9		33	11	22	33
		Special Ed.	1	7	14	57	14	14	
			2	7	14	57	29		
			3	6		67	33		
		Spec Ed. Speech/RSP	1	4		25	25	25	25
			2	4		25	25	50	
			3	3		33		67	
		Homeless	1	2	100				
			2	2		50		50	
			3	1	100				

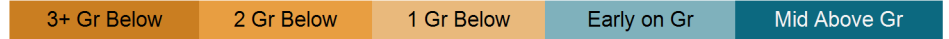
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	164	19	37	20	25	
			2	163	10	26	23	41	
			3	156	6	16	19	58	
	Teacher	CAHUANTZI, I	1	26	38	35	19	8	
			2	26	23	35	19	23	
			3	26	23	35	12	31	
		Chang, S	1	25	28	40	24	8	
			2	25	16	36	32	16	
			3	25	8	20	36	36	
		Leonardo, T	1	28	11	57	21	11	
			2	28	4	43	25	29	
			3	28	7	14	25	54	
		Montemayor-Duncan, M	1	30			3	10	87
			2	30					100
			3	30					100
		Paige, M	1	29	17	41	21	21	
			2	29		34	34	31	
			3	29		21	34	45	
		Puth, S	1	27	11	52	26	11	
			2	27		11	11	37	41
			3	27		7	11	19	63
	Ethnicity	African American	1	18	28	50	6	17	
			2	20	15	40	10	35	
			3	19		5	26	26	42
		Asian	1	10	20	20	30	30	
			2	10			10	40	50
			3	9			11	11	78
		Filipino	1	5	20	20	40	20	
			2	5	20	20	40	20	
			3	5			20	20	60
		Hispanic	1	73	23	36	23	18	
			2	74	14	30	22	35	
			3	70		6	21	21	51

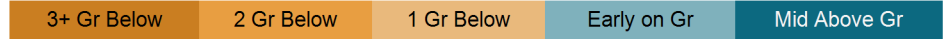
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 2



Legend

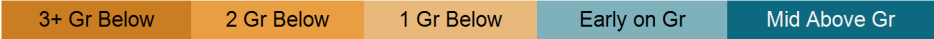


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	42	5	40	12	43	
			2	37	3	14	24	59	
			3	37	5	3	14	78	
		Other	1	15	20	33	27	20	
			2	16	13	25	25	38	
			3	15	7	20	20	53	
	Gender	Female	1	84	15	35	20	30	
			2	82	10	22	22	46	
			3	83	6	17	17	60	
		Male	1	80	23	39	19	20	
			2	81	11	30	23	36	
			3	73	7	15	22	56	
	Special Populations	Low SES	1	66	29	44	14	14	
			2	64	17	31	27	25	
			3	59	14	20	24	42	
		ELL	1	11	55	27	9	9	
			2	12	25	50	8	17	
			3	8	13	38	25	25	
		RFEP	1	4			50	50	
			2	4			100		
			3	4			100		
		EL + RFEP	1	15	40	20	20	20	
			2	16	19	38	6	38	
			3	12	8	25	17	50	
		Special Ed.	1	12	58	33	8		
			2	12	33	50	8	8	
			3	10		30	20	40	10
		Spec Ed. Speech/RSP	1	8	50	38	13		
			2	8	13	63	13	13	
			3	7		14	29	43	14

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	7	57	29	14		
			2	7	43	29	29		
			3	5	20	20	40	20	
		GATE/Excel	1	31	10 90				
			2	32	3 97				
			3	32	100				

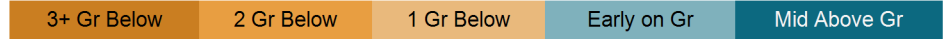
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	148	7	13	19	36	26
			2	146	5	9	12	28	45
			3	146	3	10	11	23	54
	Teacher	Edwards, D	1	30			3	27	70
			2	30			13	87	
			3	30				100	
		Jackson, A	1	30	10	17	13	57	3
			2	30	7	17	3	47	27
			3	30		17	7	47	30
		Miller, S	1	29	3	7	21	38	31
			2	29		3	7	24	59
			3	29		3	14	24	55
		Wardell, A	1	30	10	17	27	30	17
			2	30	7	7	23	27	37
			3	30	7	13	17	20	43
		Weintraub, R	1	30	10	20	33	27	10
			2	30	7	13	27	33	20
			3	30	3	17	20	23	37
	Ethnicity	African American	1	22	18	18	32	32	
			2	21	24	10	29	19	19
			3	20	15	15	15	50	5
		Asian	1	16	19		25	38	19
			2	16		6	19	50	25
			3	16		6	13	38	44
		Filipino	1	5				20	80
			2	5				40	60
			3	5					100
		Hispanic	1	55	9	16	18	38	18
			2	55	5	15	11	33	36
			3	55	2	15	16	15	53
		Pacific Islander	1	3	33		67		
			2	3	33		67		
			3	3		33	33	33	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	White	1	29	3	7	14	34	41
			2	29	3	3	21	72	
			3	29	3	3	17	76	
		Other	1	18	6		44	50	
			2	17			18	82	
			3	18			17	83	
	Gender	Female	1	73	5	10	18	41	26
			2	71	7	6	6	32	49
			3	70	3	6	6	27	59
		Male	1	75	8	16	20	31	25
			2	75	4	12	19	24	41
			3	76	3	13	16	18	50

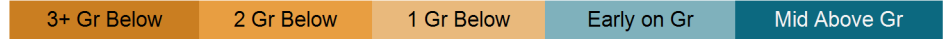
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Low SES	1	57	12	18	23	39	9
			2	56	9	14	18	36	23
			3	56	5	16	13	27	39
		ELL	1	8	13	38	13	38	
			2	8	25	25		38	13
			3	7	29	29	14	29	
		RFEP	1	7	14	29		29	29
			2	7		29		43	29
			3	7		14		43	43
		EL + RFEP	1	15	7	27	20	33	13
			2	15	13	13	13	40	20
			3	14	14	21		29	36
		Special Ed.	1	13	46	23	8	8	15
			2	13	38	31		23	8
			3	12	33	33		25	8
		Spec Ed. Speech/RSP	1	8	50	25	13	13	
			2	8	38	38		25	
			3	7	29	43		29	
		Homeless	1	5	20	20	20	40	
			2	4		25		50	25
			3	4		25		50	25
		GATE/Excel	1	27		4	4	26	67
			2	27		4	15		81
			3	28		4			96

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	135	10	13	33	19	25
			2	135	6	5	37	20	32
			3	133	5	3	35	19	38
	Teacher	Goldsworthy, A	1	34	6	9	47	29	9
			2	34	3		53	26	18
			3	35	6		43	23	29
		Migliazzo, M	1	34			3	26	71
			2	34				21	79
			3	34				6	94
		Nevarez, A	1	34	24	18	38	12	9
			2	34	15	9	47	15	15
			3	34	18	9	50	12	12
		Nicoletti, W	1	34	9	24	50	9	9
			2	33	6	12	55	18	9
			3	34		3	50	32	15
	Ethnicity	African American	1	30	17	23	30	20	10
			2	31	6	10	45	16	23
			3	31	6	6	48	19	19
		American Indian	1	1					100
			2	1					100
			3	1					100
		Asian	1	6		17	17		67
			2	6		17	17	17	50
			3	6			17	17	67
		Filipino	1	4			50	25	25
			2	4			50		50
			3	4			50		50
		Hispanic	1	47	11	9	47	13	21
			2	49	8	2	45	20	24
			3	46		7	2	39	26
		Pacific Islander	1	5		20			40
			2	5		20	20	20	40
			3	5		20			40

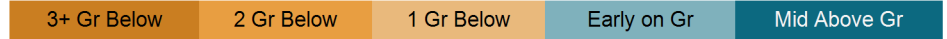
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 4



Legend

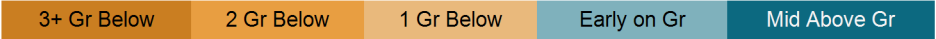


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	White	1	29	14	24	17	45	
			2	26	4	23	23	50	
			3	27	26	7	67		
		Other	1	13	8	15	15	38	23
			2	13	8	31	8	54	
			3	13	15	8	31	46	
	Gender	Female	1	57	9	11	40	18	23
			2	57	5	4	42	19	30
			3	55	5	2	36	18	38
		Male	1	77	10	13	29	21	27
			2	77	6	6	32	21	34
			3	77	5	4	32	19	39
		Nonbinary	1	1	100				
			2	1	100				
			3	1	100				
	Special Populations	Low SES	1	63	13	17	38	14	17
			2	60	7	7	48	17	22
			3	59	8	5	46	19	22
		ELL	1	9	22	22	56		
			2	9	22		67	11	
			3	9	22		67	11	
		RFEP	1	3	100				
			2	3	100				
			3	2		50		50	
		EL + RFEP	1	12	17	17	67		
			2	12	17		75	8	
			3	11	18		64	18	
		Special Ed.	1	11	45		36	9	9
			2	11	36	9	45	9	
			3	11	45		45	9	
		Spec Ed. Speech/RSP	1	9	44		44	11	
			2	9	44		44	11	
			3	9	56		33	11	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Homeless	1	11	9	9	45	27	9
			2	13	8	31	31	31	
			3	10	10	40	20	30	
		GATE/Excel	1	31	3	6	19	71	
			2	31	3	13	84		
			3	31	6	6	87		

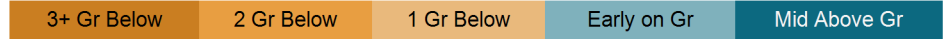
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	159	5	19	28	19	30
			2	165	6	13	27	21	33
			3	165	5	14	22	14	45
	Teacher	Durham, A	1	32	28		50	19	3
			2	33	3	6	55	30	6
			3	33	9		48	21	21
		Mann, M	1	31	10	39	32	19	
			2	32	13	28	31	19	9
			3	33	12	36	33	6	12
		Mayfield, A	1	31	13	39	39	10	
			2	31	13	39	35	10	3
			3	32	13	34	31	16	6
		Olguin, D	1	35			9	11	80
			2	35			9	17	74
			3	35				14	86
		Rohr, A	1	34			12	35	53
			2	35			9	29	63
			3	35				11	89
	Ethnicity	African American	1	16	6	25	25	31	13
			2	18	17		39	11	33
			3	17	6	12	24	12	47
		Asian	1	14			36	14	50
			2	14			36	14	50
			3	15	7	20		13	60
		Filipino	1	6		33	17	33	17
			2	6	17		33		50
			3	6			33		67
		Hispanic	1	75	9	24	37	13	16
			2	78	12	22	27	27	13
			3	78	8	21	32	14	26
		Pacific Islander	1	1			100		
			2	1			100		
			3	1			100		

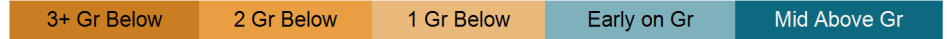
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024 Grade 5



Legend

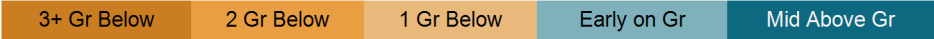


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	32	6	6	25	63	
			2	33	18	18	64		
			3	33	6	3	21	70	
		Other	1	15	20	27	20	33	
			2	15	7	20	27	47	
			3	15	13	13	7	67	
	Gender	Female	1	85	7	20	31	18	25
			2	89	7	15	27	26	26
			3	88	6	15	25	16	39
		Male	1	74	3	18	24	20	35
			2	76	5	11	28	16	41
			3	77	4	13	19	12	52
	Special Populations	Low SES	1	55	11	29	31	9	20
			2	58	12	21	31	17	19
			3	58	7	29	28	9	28
		ELL	1	9	22	67	11		
			2	10	30	50	20		
			3	12	33	42	25		
		RFEP	1	11	9	45	18	27	
			2	11	9	9	36	18	27
			3	10	10	40	10	40	
		EL + RFEP	1	20	15	30	30	10	15
			2	21	19	29	29	10	14
			3	22	18	27	32	5	18
		Special Ed.	1	16	25	25	19	19	13
			2	16	25	19	31	19	6
			3	16	19	19	25	13	25
		Spec Ed. Speech/RSP	1	13	31	31	23	8	8
			2	13	31	23	31	8	8
			3	13	23	23	31	15	8
		Foster	1	2	100				
			2	2	50	50			
			3	2		50		50	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Longfellow 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Homeless	1	7	14	57	29		
			2	8	13	50	25	13	
			3	8		38	25	38	
		GATE/Excel	1	52		6	21	73	
			2	53		9	13	77	
			3	53			9	91	

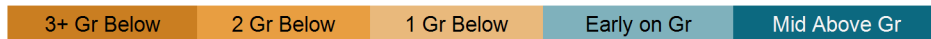
i-Ready Math Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category						
Grade	All Students	767	3	767	2	7	37	19	35	
	Gr. 01	147	3	147	3		38	20	39	
	Gr. 02	165	3	165	8		41	19	32	
	Gr. 03	149	3	149	8		38	19	34	
	Gr. 04	137	3	137	4	7	38	21	29	
	Gr. 05	168	3	168	5	8	30	15	41	
Ethnicity	African American	114	3	114	5	8	52	16	19	
	Asian	55	3	55		4	5	22	20	49
	Filipino	24	3	24		4		29	21	46
	Hispanic	323	3	323	2	10	47	17	24	
	White	163	3	163			1	17	20	61
	Other	76	3	76			9	25	22	43
Gender	Female	373	3	373	2	7	38	23	29	
	Male	393	3	393	2	7	36	14	41	
Special Populations	Low SES	291	3	291	3	13	47	17	20	
	ELL	48	3	48	4		27	50	10	8
	RFEP	25	3	25			36	12	52	
	EL + RFEP	73	3	73	3	18	45	11	23	
	Special Ed.	65	3	65	11	20	48	11	11	
	Spec Ed. Speech/RSP	45	3	45	16	20	44	9	11	
	Homeless	39	3	39	8	15	36	26	15	
	GATE/Excel	144	3	144				3	6	91

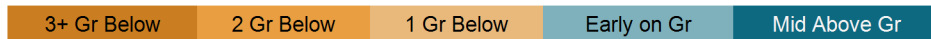
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Longfellow 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	766	3	766	2	8	22	18	49
Grade	Gr. 01	3	147	2	29	13	56	
	Gr. 02	3	165	7	16	21	56	
	Gr. 03	3	149	3	10	11	23	53
	Gr. 04	3	137	5	4	36	18	37
	Gr. 05	3	168	5	15	22	14	44
Ethnicity	African American	3	114	5	10	33	23	29
	Asian	3	54	2	4	13	24	57
	Filipino	3	24	4	21	4	71	
	Hispanic	3	323	3	11	29	17	40
	White	3	163	3	9	16	72	
	Other	3	76	3	4	13	17	63
Gender	Female	3	372	3	7	22	17	51
	Male	3	393	2	9	22	18	48
Special Populations	Low SES	3	290	4	14	29	19	34
	ELL	3	47	13	28	34	13	13
	RFEP	3	25	4	24	24	48	
	EL + RFEP	3	72	8	19	31	17	25
	Special Ed.	3	65	18	20	28	18	15
	Spec Ed. Speech/RSP	3	45	22	18	24	20	16
	Homeless	3	39	8	10	38	21	23
	GATE/Excel	3	144				25	93



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Longfellow

Site Level Overall Performance Level Summary

7%
Beginning
Stage

23%
Somewhat
Developed

46%
Moderately
Developed

25%
Well
Developed

Site Level Domain Performance Level Summary

Listening

10%
Beg.

61%
Some/Mod.

30%
Well Dev.

Speaking

7%
Beg.

44%
Some/Mod.

49%
Well Dev.

Reading

16%
Beg.

69%
Some/Mod.

15%
Well Dev.

Writing

13%
Beg.

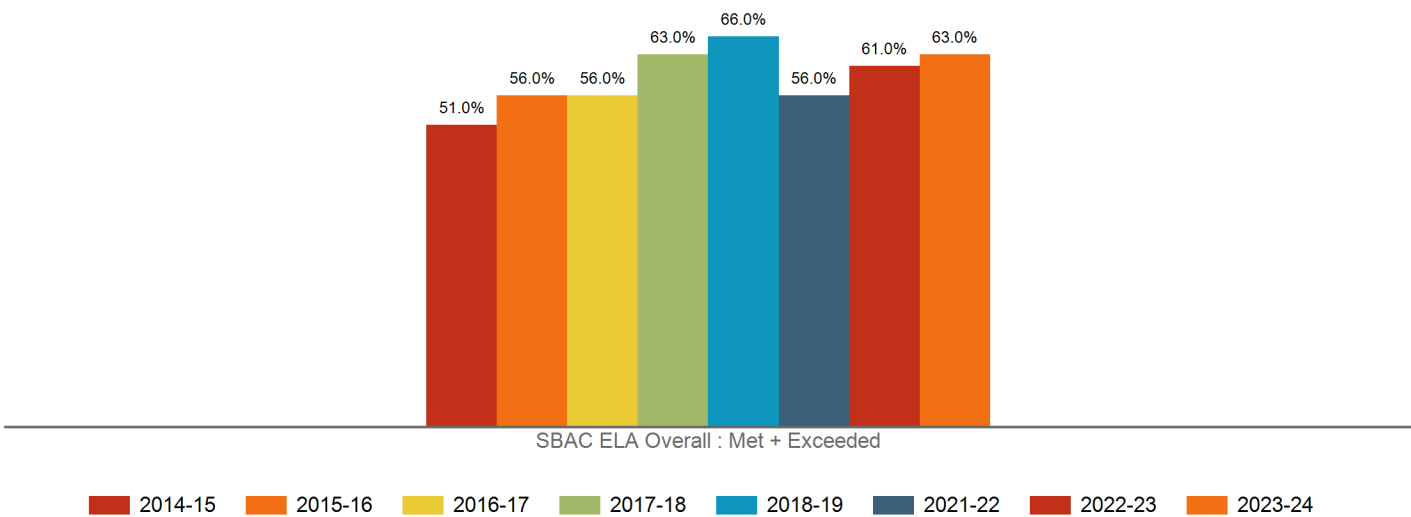
64%
Some/Mod.

23%
Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	20%	40%	40%	0%	20%	60%	20%	40%	40%	20%	0%	100%	0%	0%	100%	0%
01	0%	11%	67%	22%	0%	78%	22%	0%	67%	33%	0%	89%	11%	11%	33%	56%
02	7%	47%	20%	27%	13%	33%	53%	7%	73%	20%	20%	53%	27%	27%	47%	27%
03	0%	33%	44%	22%	11%	67%	22%	0%	33%	67%	33%	44%	22%	11%	78%	11%
04	10%	10%	60%	20%	10%	70%	20%	0%	30%	70%	20%	70%	10%	10%	70%	20%
05	8%	0%	54%	38%	8%	69%	23%	8%	15%	77%	15%	77%	8%	8%	77%	15%

Goals	
Area	Description
ELA Goals	<p>FIVE-YEAR FOUNDATIONAL READING SKILLS ASSESSMENT GOALS Focus Area 2023-242024-252025-262026-272027-282022-2023 FRSA:All = 82%AA = 74%EL = 73% 5-Year Goal: 92%All - +2% (84%) AA - +3.6% (77.6%) EL - +3.8% (76.8%)All - +2% (86%) AA - +3.6% (81.2%) EL - +3.8% (80.6%)All - +2% (88%) AA - +3.6% (84.8%) EL - +3.8% (84.4%)All - +2% (90%) AA - +3.6% (88.4%) EL - +3.8% (88.2%)All - +2% (92%) AA - +3.6% (92%) EL - +3.8% (92%)</p> <p>Summary of Goals: *Further develop each educator's capacity through ongoing Quality Core Instruction professional development through LBUSD's Office of Curriculum, Instruction, and Professional Development.</p> <p>*Developing capacity through modeled lessons, co-planning and co-teaching with the Site Literacy Lead teacher.</p> <p>*Collaborate with teachers to get input on what professional learning and resources would be most impactful for reaching our goals.</p> <p>Summary of Progress Monitoring: Teachers will monitor progress on iReady Reading and writing performance tasks and analyze performance data at least three times during regularly-scheduled staff meetings at at QCI and grade level meetings.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	The librarian will support students in reading and various research skills needed to effectively read texts and research topics. The librarian will also help the school by providing opportunities for intervention. Grade levels may utilize portions of library time to provide targeted interventions for targeted students.		Librarian
Total			



LONGFELLOW ELEMENTARY SCHOOL
3800 Olive Avenue Long Beach, CA 90807
(562) 595-0308 Fax (562) 424-3991



HOME-SCHOOL COMPACT 2024-2025

<p>AS A STUDENT,</p> <ul style="list-style-type: none">• I realize my education is important to me.• I also understand my parent(s)/guardian(s) and teacher(s) want to help me do my very best in school and will do everything they can to make sure I have the opportunity to succeed.• However, I know I am the one responsible for my own success, and I must work hard to achieve this. <p>THEREFORE, I agree to exhibit:</p> <p>Perseverance Responsibility Integrity Dignity Enthusiasm</p>	<p>AS A PARENT/GUARDIAN, I realize my child's elementary school years at Longfellow School are very important. I understand that I play a critical part in my child's education.</p> <p>THEREFORE, I agree to carry out the following responsibilities to the best of my ability:</p> <ul style="list-style-type: none">• See to it that my child arrives at school on time every day• Make sure my child arrives to school healthy and well rested• Ensure my child completes his/her homework• Return notes and notices to my child's teacher in a timely manner• Attend activities, conferences and events on the school campus or virtually• Ensure all aspects of Longfellow PRIDE are reinforced and supported at home	<p>AS THE SCHOOL, we understand the importance of the school experience to every student.</p> <p>THEREFORE, classified and certificated staff agree to carry out the following responsibilities to the best of our ability:</p> <ul style="list-style-type: none">• Implement the following with integrity and fidelity:<ul style="list-style-type: none">◦ LBUSD Excellence and Equity Board Policy (0415)◦ LBUSD Understandings and Expectations for Quality Core Instruction◦ LBUSD Excellence, Equity and Ethics Policy◦ California Standards for the Teaching Profession◦ Social and Emotional Learning Professional Development• Create a welcoming environment• Communicate the school's mission, goals and objectives• Provide motivating and interesting learning experiences in the classroom and school wide• Explain the expectations, instructional goals and performance standards• Explain the Class Rules and School Discipline Policy• Use of inclusive and equitable techniques and materials that work best for the student• Ensure a safe and orderly learning environment• Invite active parent/guardian participation by providing opportunities for the school staff and parents to work together (in person or virtually) on an ongoing basis to ensure the success of the student• Provide resources to parents/guardians to support student success.
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MOST IMPORTANT, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Please sign and return this agreement to your child's teacher.

Student Signature

Parent/Guardian Signature

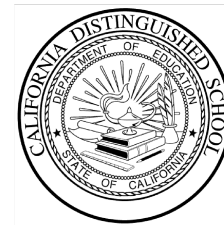
Teacher Signature

Principal Signature

****Revisions in bolded green font were voted upon by all School Site council members and agreed to by unanimous vote at the October 19, 2023 meeting.***



LONGFELLOW ELEMENTARY SCHOOL
3800 Olive Avenue Long Beach, CA 90807
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PACTO HOGAR-ESCUELA
2024-2025

<p>COMO ESTUDIANTE,</p> <ul style="list-style-type: none">• Me doy cuenta de que mi educación es importante para mí.• También entiendo que mis padres/tutores y maestros quieren ayudarme a dar lo mejor de mí en la escuela y harán todo lo posible para asegurarse de que tenga la oportunidad de tener éxito.• Sin embargo, sé que soy el responsable de mi propio éxito y debo trabajar duro para lograrlo. <p>TANTO, acepto exhibición:</p> <p>Perseverance Responsabilidad Integridad Dignity Enthusiasm</p>	<p>COMO PADRE / TUTOR, comprendo que los años de escuela primaria de mi hijo en la escuela Longfellow son muy importantes. Entiendo que tengo un papel fundamental en la educación de mi hijo.</p> <p>POR LO TANTO, acepto llevar a cabo las siguientes responsabilidades lo mejor:</p> <ul style="list-style-type: none">• Asegurar de que mi hijo(a) llegue a la escuela a tiempo todos los días• Asegurar que mi hijo llegue a la escuela sano y descansado• Asegurar que mi hijo(a) complete su tarea• Devolver notas y avisos al maestro de mi hijo(a) de manera oportuna• Asistir a actividades, conferencias y eventos en el campus de la escuela o virtualmente• Asegurar todos los aspectos de Longfellow PRIDE se refuerza y apoya en casa	<p>COMO LA ESCUELA, entendemos la importancia de la experiencia escolar para cada estudiante.</p> <p>POR LO TANTO, acordamos llevar a cabo las siguientes responsabilidades de la mejor manera posible:</p> <ul style="list-style-type: none">• Crear un ambiente acogedor• Comunicar la misión, las metas y los objetivos de la escuela• Brindar experiencias de aprendizaje interesantes y motivadoras en el aula y en toda la escuela• Explicar las expectativas, las metas de instrucción y los estándares de desempeño• Explique las reglas de la clase y las pólizas de disciplina escolar• Uso técnicas y materiales inclusivo y equitativo que funcionen mejor para el estudiante• Garantizar un ambiente de aprendizaje seguro y ordenado• Invite la participación activa de los padres / tutores proporcionando oportunidades para que el personal de la escuela y los padres trabajen juntos (en persona o virtualmente) de forma continua para asegurar el éxito del estudiante• Proporcionar recursos a los padres/tutores para apoyar el éxito del estudiante
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LO MÁS IMPORTANTE, NOS PROMETEMOS A AYUDARNOS LOS OTROS PARA REALIZAR ESTE ACUERDO.

Por favor firme y devuelva este acuerdo al maestro de su hijo.

Firma del estudiante

Firma de padre / tutor

Firma del maestro

Firma del director

****Revisions in bolded green font were voted upon by all School Site council members and agreed to by unanimous vote at the October 19, 2023 meeting.***



STATE & FEDERAL
PROGRAMS
Long Beach Unified School District

LONGFELLOW ELEMENTARY SCHOOL

FAMILY INVOLVEMENT GUIDELINES, 2024-2025

Longfellow has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Longfellow's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Longfellow agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Longfellow will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts 1

- iii. Oral and written translations be made available based on language needs for the school to allow for discussions
- 2. Longfellow will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Main Office Counter
 - November Conferences
- 3. Longfellow will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
- 4. Longfellow will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Longfellow will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
- 5. Longfellow will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
- 6. Longfellow will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- 1. Longfellow will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site/virtual
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forum meetings
 - District website resources: click "P" for Parent University
- 2. Longfellow will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings

- School site council must vote to approve compact
 - Home School Compact and Family Involvement Guidelines will be shared during Family-Teacher Conferences
3. Longfellow will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
 4. Longfellow will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
 5. Longfellow will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Translations will be completed by office staff and district provided resources. 21%+

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Part A funds if the school district has exhausted all other reasonably available sources of funding for that training
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting virtual conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V**ADOPTION**

Longfellow's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Longfellow Elementary programs. The Guidelines were adopted by the site's School Site Council members on **01/23/25** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families when feasible and will provide a copy of these Guidelines to families in a language the family can understand.

Carmen J. Hernandez

Signature of Principal

2/13/25

Date



ESCUELA PRIMARIA LONGFELLOW

DIRECTRICES DE PARTICIPACIÓN FAMILIAR, 2024-2025

compañero largo ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, School Family Pautas de participación, que contienen la información requerida by sección 1118(b) de la Ley Elemental y secundaria y Ley de Educación (ESEA). Las Directrices establecen compañero largo's yincónnitaexpectativas para la familiay participación y describir cómo la escuela implementará una serie de medidas familiares específicas y actividades de implicación. El Pacto Hogar-Escuela se incorpora al Plan Escuela Familiay Pautas de participación.

PARTE I

compañero largo se compromete a implementar los siguientes requisitos:

- conjunto y desarrollar y distribuir a las familias de los niños participantes, School Family Pautas de participación que la escuela y las familias de los niños participantes acuerdan.
- notificación y familias sobre la escuela familiay Directrices de Participación en un formato comprensible y uniforme y, al eincónnitaEn la medida de lo posible, distribuirá estas pautas a las familias en un idioma que la familiay puede entender.
- hacer la escuela familiay Lineamientos de Participación disponibles para la comunidad localy.
- periódicamente y actualizar la familia de la escuela y Pautas de participación para satisfacer las necesidades cambiantes de las familias y la escuela.
- adoptar la escuela'El pacto entre el hogar y la escuela como componente de su programa School Famil.y Pautas de participación.
- acepta ser gobernado by el siguiente estatuto y definicion de familiay participación, y llevará y llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR

1. compañero largo emprenderá las siguientes acciones para implicar a las familias en el desarrollo conjunto y concertación conjunta de su Escuela Family Pautas de participación y su plan para toda la escuela, si corresponde, en una organización Coned, en curso y en el tiempo y de según la sección 1118(b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - III. Presupuestos y consideraciones
 - IV. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros asesores y comités
 - Planifique una reunión con los miembros del SSC y ELAC para revisar las anteriores y oreja's pautas y familiay actividades de participación descritas en el Plan Único para el Rendimiento Estudiantil
 - En la reunión

- i. Revise el Plan Único para el Rendimiento Estudiantil y, como grupo, observe los cambios y haga los ajustes (eliminaciones o adiciones) según sea necesario.y
- ii. Escribe o actualiza la familia.y Pautas de participación y pactos entre el hogar y la

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III. Se pondrán a disposición traducciones orales y escritas. basado en las necesidades lingüísticas de la escuela para permitir discusiones

2. compañero largo tomará las siguientes acciones para distribuir a las familias y la comunidad localy, la escuela's familiay Pautas de participación:
 - En una reunión del SSC y ELAC
 - Sección de Newsletter
 - Mostrador de la oficina principal
 - Conferencias de noviembre
3. compañero largo lo hará periódicamentey actualizar su familiay Pautas de participación para satisfacer las necesidades cambiantes de las familias y la escuela:
 - En las reuniones del SSC y ELAC
 - familiay reuniones informativas
 - El consejo escolar debe votar para aprobar las pautas
4. compañero largo proporcionará a las familias una descripción y eincógnitaPlanificación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y el dominio.y niveles que los estudiantes son eincógnitaesperaba encontrarse. compañero largo También brindará oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relativas a la educación de sus hijos:
 - familiay talleres
 - En boletines escolares
 - Noche de regreso a clases
 - En las reuniones del SSC y ELAC
5. compañero largo coordinará e integrará a la familiay programas y actividades de participación con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a las familias para que participen más plenamentey en condey educación de sus hijos by:
 - Coordinación de Kindergarten de Transición en sitios seleccionados
 - Promoción/anuncio del distrito's festivales de jardín de infantes
6. compañero largo presentará al distrito uny familiay comentarios si el plan para toda la escuela bajo la sección (1114) (b) (2) no es satisfactorioy a las familias de los niños participantes:
 - En las reuniones del consejo escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS

ESTUDIANTES

1. compañero largo construirá las escuelas' y familias' capazy para una familia fuerthey participación, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad.y para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicasy se describe a continuación:
 - Capacitaciones del distrito ofrecidas para familias y personal.
 - familiay talleres educativos en el sitio/virtual
 - familiay-Conferencias de Maestros
 - familiay Talleres publicados en el sitio web del distrito
 - DCAC, DELAC y otras familias del distritoy foro reuniones
 - Recursos del sitio web del distrito: haga clic "PAG" para la universidad de padresy
2. compañero largo incorporará el Pacto Hogar-Escuela como componente de su Programa Familia-Escuelay Pautas de participación:
 - Describe la responsabilidad compartiday del hogar, la escuela y el estudiante en el rendimiento académico • Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
 - El consejo escolar debe votar para aprobar el pacto
 - Hogar Escuela Compacto y Familiay Las pautas de participación se compartirán durante la familia.y-Conferencias de Maestros
3. compañero largo con la ayuda de su distrito, brindará asistencia a las familias de niños atendidos pory la escuela en la comprensión de temas como los siguientes
 - el estado's estándares de contenido académico
 - las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
4. compañero largo Con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorarlos.'s rendimiento académico, según corresponda, para fomentar la familiay participación, segundoy:
 - familiay Talleres
5. compañero largo con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, by:
 - Maestro/Personal en servicios
6. La escuela, a la eincógnitaSi es factible y apropiado, tome las siguientes acciones para garantizar que la información relacionada con la escuela y la familiay programas, reuniones y otras actividades se envía a las familias de los niños participantes en un formato comprensible y en un idioma que las familias puedan entender:
 - Las traducciones se completarán by el personal de la oficina y el distrito proporcionaron recursos. 21%+

PARTE IV

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA

DISCRECIONAL La familia de la escuelaay Pautas de participación may Incluir párrafos adicionales que enumeren y describan otras opciones discrecionales.y Actividades que la escuela, en consulta con sus familias, decide realizar para formar familias.' capazy para involucrarse en la escuela para apoyar a sus hijos's rendimiento académico, como los siguientes discrecionalesy actividades enumeradas en la sección 1118(e) de la ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionando lo necesarioy alfabetizadoy capacitación para familias con fondos de la Parte A si el distrito escolar tiene eincógnitaagotó todos los demás razonablesy Fuentes de financiación disponibles para esa formación.

- Buena y razonable y necesario y conocimientos asociados con la familia y actividades de participación, incluidos costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- formar a las familias para mejorar la participación de otras familias;
- para poder mantener la familia y implicación y participación en sus hijos's educación, organizando reuniones escolares en una variedad de veces, o realizar conferencias virtuales entre profesores u otros educadores, que trabajan directamente con los niños participantes, con las familias que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la familia y entorno;
- desarrollar roles apropiados para las comunidades y organizaciones y empresas, incluidas las organizaciones religiosas y otras, en familia y actividades de participación; y
- Proporcionar otro tipo de apoyo razonable a la familia y actividades de participación bajo la sección 1118 como familias may pedido.

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PARTE V

ADOPCIÓN

compañero largo's familia Se han desarrollado directrices de participación conjuntas y con y acordado by, familias de niños que participan en Escuela Primaria Longfellow programas. Las Directrices fueron adoptadas by el sitio's Los miembros del Consejo Escolar en 23/01/25 y tendrá vigencia durante el período de una escuela yoreja. El colegio distribuirá las Directrices a todas las familias. cuando sea factible y proporcionará un policía y de estas Directrices a las familias en un idioma que la familia y puede entender.

Carmen J. Hernandez

Firma del director

23/01/25

Fecha