



2023-2024

Longfellow Elementary

School Plan for Student Achievement

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-promise 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: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

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.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

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: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: 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 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

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. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

Written Analysis - ELA Findings

Written Analysis

FINDINGS: 2022-2023 Foundational Reading Skills Assessment DataGradeMet/Exceeded(All Students)Met/Exceeded(Black Students)5-Year GoalK-282%74%92%K87%85%92%177%72%92%281%65%92%FINDINGS: 2022-2023 iReady ReadingSubgroupD3Met Typical Growth Reading (2022-2023)D3Met Typical Growth Reading (2021-2022)D3Met Stretch Growth Reading (2022-2023)D3Met Stretch Growth Reading (2021-2022)Latino60%37%37%21%Special Education50%34%27%17%African American56%33%29%16%All Students63%44%40%27%Achievement Gap(All vs. AA)7%17%11%11%FINDINGS: 2022-2023 SBAC ELA2022-2023 ELA ANALYSIS ELA SBAC: We closed the achievement and opportunity gaps by six points with our African American students (10.5% growth for African American students, vs. 4.5% growth for All students). ELA SBAC: Our African American students had the third highest rate of growth out of all 54 elementary/K-8 schools.iReady Reading: African American, Latino, and students in special education significantly increased their rate of meeting Typical and Stretch Growth in 2022-2023, when compared to 2021-2022, and the gap in Typical and Stretch growth goal attainment between these subgroups and All students decreased significantly.Foundational Reading Skills Assessment: There was virtually no gap between African American students and All students on FRSA in Kindergarten. However, the gap grew in both first and second grades.2023-2024 PRIORITIESContinue to close the achievement and opportunity gaps with our African American students in Reading and ELA, as measured by iReady and SBAC.Maintain the minimal achievement and opportunity gaps with our African American students in Kindergarten, through first and second grades, as measured by FRSA.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

FIVE-YEAR FOUNDATIONAL READING SKILLS ASSESSMENT GOALS Focus Area 2023-24 2024-25 2025-26 2026-27 2027-28 2022-2023 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%)

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.

*Developing capacity through modeled lessons, co-planning and co-teaching with the Site Literacy Lead teacher.

*Collaborate with teachers to get input on what professional learning and resources would be most impactful for reaching our goals.

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.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

FINDINGS: 2022-2023 SBAC Math FINDINGS: 2022-2023 iReady Math Subgroup D3Met Typical Growth Math (2022-2023) D3Met Typical Growth Math (2021-2022) D3Met Stretch Growth Math (2022-2023) D3Met Stretch Growth Math (2021-2022) Latino 60% 34% 37% 21% Special Education 47% 34% 26% 17% African American 55% 30% 29% 17% All Students 59% 40% 43% 31% Achievement Gap (All vs. AA) 4% 10% 14% 14% 2022-2023 MATH ANALYSIS Math SBAC: We closed the achievement and opportunity gaps for African American students (1.2% growth, vs. -.7% growth for All students), but not at a desired rate. Math SBAC: Our lowest performing subgroup (African American students) had the 33rd highest rate of growth out of 54 elementary/K-8 schools. iReady Math: African American, Latino, and students in special education significantly increased their rate of meeting Typical and Stretch Growth in 2022-2023, when compared to 2021-2022, and the gap in Typical and Stretch growth goal attainment between these subgroups and All students decreased significantly.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

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%
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%)

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.

*Developing capacity through modeled lessons, co-planning and co-teaching with the Site Math Lead teacher.

*Collaborate with teachers to get input on what professional learning and resources would be most impactful for reaching our goals.

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.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

2022-2023 Math SBAC: All = 50% AA = 27% EL = 23% 2022-2023 FRSA: All = 82% AA = 74% EL = 73%

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

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.

Summary of Goals:

EL students will make steady 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:

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.

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.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

2023-2024 EOY Pulse Survey: BelongingAll = 77%AA = 77%EL = 77%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

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.

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.

Summary of Progress Monitoring: Teachers will review student surveys (district surveys) to monitor increases in sense of identity and belonging at Longfellow.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness

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) Through the use of enrichment programs and academic tutoring, all students will achieve at least one year of academic growth in ELA iReady. Staff will monitor progress and analyze performance data at least three times during regularly-scheduled staff meetings, Quality Core Instruction 1/2-day professional development, and grade level meetings.</p> <p>By the end of the 2022-2023 school year, all Longfellow students will achieve at least one year of academic growth in ELA and Math iReady. ELA: Our On/Above students will increase by 5% growth, met typical growth students will grow by 15%, and met stretch growth students will grow by 20% by June, 2023. By the end of the 2022-2023 school year, Black, EL and students with special needs Longfellow students will achieve at least one year of academic growth in ELA and Math iReady. ELA: Our</p>	Goal Partially or Not Met	<p>The following percentages of students met their iReady Reading Typical Growth goals:</p> <p>1st: 69% (All), 78% (African American)</p> <p>2nd: 66% (All), 50% (AA)</p> <p>3rd: 64% (All), 59% (AA)</p> <p>4th: 56% (All), 42% (AA)</p> <p>5th: 56% (All), 48% (AA)</p> <p>Analysis: Not all students met their Typical Growth goals in iReady Reading, but significant progress was made in comparison to the 2021-2022 school year.</p>	<p>*Further developing 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>

	On/Above students will increase by 10% growth, met typical growth students will grow by 20%, and met stretch growth students will grow by 25% by June, 2023.			
Math	<p>1) Through the use of enrichment programs and academic tutoring, all students will achieve at least one year of academic growth in Math iReady. Staff will monitor progress and analyze performance data at least three times during regularly-scheduled staff meetings, Quality Core Instruction 1/2-day professional development, and grade level meetings.</p> <p>By the end of the 2022-2023 school year, all Longfellow students will achieve at least one year of academic growth in ELA and Math iReady. Math: Our On/Above students will increase by 5% growth, met typical growth students will grow by 15%, and met stretch growth students will grow by 20% by June, 2023. By the end of the 2022-2023 school year, Black, EL and students with special needs Longfellow students will achieve at least one year of academic growth in ELA</p>	Goal Partially or Not Met	<p>The following percentages of students met their iReady Mathematics Typical Growth goals:</p> <p>1st: 55% (All), 67% (African American)</p> <p>2nd: 42% (All), 25% (AA)</p> <p>3rd: 62% (All), 62% (AA)</p> <p>4th: 63% (All), 53% (AA)</p> <p>5th: 67% (All), 64% (AA)</p> <p>Analysis: Not all students met their Typical Growth goals in iReady Mathematics, but significant progress was made in comparison to the 2021-2022 school year.</p>	<p>*Further developing 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 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>

	and Math iReady.Math: Our On/Above students will increase by 10% growth, met typical growth students will grow by 15%, and met stretch growth students will grow by 25% by June, 2023.			
English Learner	<p>1) Through the use of enrichment programs and academic tutoring, EL students will achieve at least one year of academic growth in ELA and Math iReady. Staff will monitor progress and analyze performance data at least three times during regularly-scheduled staff meetings, Quality Core Instruction 1/2-day professional development, and grade level meetings.</p> <p>By the end of the 2022-2023 school year, EL students will achieve at least one year of academic growth in ELA and Math iReady.ELA: Our On/Above students will increase by 10% growth, met typical growth students will grow by 20%, and met stretch growth students will grow by 25% by June, 2023.By the end of the 2022-2023 school year EL students will achieve at least one</p>	Goal Partially or Not Met	<p>The following percentages of English Language Learner students met their iReady Reading Typical Growth goals:</p> <p>1st: 79% (14 students)</p> <p>2nd: 60% (10 students)</p> <p>3rd: 25% eight students)</p> <p>4th: 9% (11 students)</p> <p>5th: 0% (nine students)</p> <p>The following percentages of students met their iReady Mathematics Typical Growth goals:</p> <p>1st: 86% (14 students)</p> <p>2nd: 60% (10 students)</p> <p>3rd: 50% (eight students)</p> <p>4th: 27% (11 students)</p>	<p>*Further developing 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 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>

	year of academic growth in ELA and Math iReady.Math: Our On/Above students will increase by 10% growth, met typical growth students will grow by 15%, and met stretch growth students will grow by 25% by June, 2023.		5th: 33% (nine students) Analysis: Not all students met their Typical Growth goals in iReady Reading and Mathematics, but significant progress was made in comparison to the 2021-2022 school year.	
Culture/Climate	1) *By the second administration of the Wellness Pulse Survey, 70% of students will feel that it is easy to make friends at Longfellow.*By the third administration of the Wellness Pulse Survey, 77% of students will feel that it is easy to make friends at Longfellow.	Goal Met	80% of students reported that they feel it is easy to make friends at Longfellow.	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.

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 will utilize portions of library time to provide targeted interventions for targeted students. (IN 3)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

Our school counselor will work with students in small groups weekly supporting students in the area of social emotional learning (self-awareness and self-management, social awareness and relationship skills, responsible decision making and problem solving). Our counselor will also provide behavioral support, individual group counseling sessions for targeted students, set up academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans. Counselor will support parent/caregiver conferences with both translation, as well as behavior and academic support. Parent/caregiver workshops will also be coordinated by the counselor. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Our assistant principal will develop schoolwide SEL programs, provide staff training, parent training and student activities that support social emotional growth in students. The assistant principal will also provide behavioral support, individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth (SEL); Provide academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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>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> <p>Unit Guides</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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 	<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>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p> <p>Unit Guides</p>

Accountability Measure 1: Increase Achievement

Interventions

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
ELA, foundational reading skills	Students will receive ongoing direct support in foundational reading skills, vocabulary and comprehension from a retired certificated teacher.	African American, English language learners	Title I: \$10,000	September-June, daily	Retired LBUSD teacher	ELA District assessments
Standards-aligned, thematic instruction	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, English language learners	Title I: \$21,000	September-June, twice per month	Ground Education	ELA and math District assessments

SBAC ELA SBAC Math FRSA iReady SBAC ELA 50, Core Curriculum 50	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.	Other Targeted Students	LCFF \$49,159 Title 1 \$30,129 Librarian .5 FTE - LCFF 62%; Title 1 38%	08/30/2023 - 06/15/2024 Biweekly	Librarian	iReady Edulastic FRSA SBAC ELA 50, Core Curriculum 50
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
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Accountability Measure 2: Organizational Climate

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

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.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and 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)	161852
Title I Parent and Family Involvement (3008)	3521

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; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	58940

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

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

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

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research 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.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

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.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

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.

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Samuel Platis	12-31-2032
Staff	Classroom Teacher	Anna Wardell	06-14-2024
Staff	Classroom Teacher	Kirndeeep Badesha	06-20-2025
Staff	Classroom Teacher	Bridget Jones	06-14-2025
Staff	Non Classroom Teacher	Maria Valdes	06-20-2025
Community	Parent	Jean [REDACTED]	06-14-2024
Community	Parent	Chad [REDACTED]	06-14-2025
Community	Parent	Alysa [REDACTED]	06-14-2025
Community	Parent	Julie [REDACTED]	06-14-2025
Community	Parent	Delfina [REDACTED]	06-14-2024

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)	Jennifer [REDACTED]
Principal or Designee	Staff Member (required)	Samuel Platis
Secretary	Staff Member (required)	Grace Reyes

Name	Representing
Norma [REDACTED]	Parent of EL Student

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?	11/08/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - Provide an additional staff member (instructional aide, college aide, etc.) to support ELL students in small groups or pushing into the classroom throughout the school day. - Provide tutoring for English Language Learners before or after school. - Include realia in teaching including pictures, videos, or objects, to make the language come to life. - Parents would like to know when ELL students receive 30 minutes of instruction each day. - Question: What money is available for ELAC to use for programs and services <p>At SSC Meeting 11.9.23... Maria Valdes: Parents want school to provide an instructional aid to support ELL students working together with the reading specialists, or provide tutoring. Also to include realia in teaching (pictures, videos, objects). Parents would like to know when ELL receives 30 minutes of instruction with teachers, and what is the budget available for ELAC to use for programs.</p>

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>Other: iReady reading and math: We noticed that as ELLs get into higher grades, their reading improved less during the 2022-2023 school year. Data points included: In 1st grade, 54 students ended the year mid or above grade level in reading. In 2nd grade, 30 students ended the year at mid or above grade level in reading. In 3rd grade, 14 students ended the year at mid or above grade level in reading. There were zero 4th and 5th graders who ended the year at mid or above grade level for reading.</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations</p>	<p>11/09/2023</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>Principal Samuel Platis responds to Maria Valdes: No money for the aid, tutoring is in the process, teachers can communicate with families who are interested in knowing, no money for English classes, parent classes will be available like the math training (translation will be available).</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): 11/09/2023
2. The SSC approved the **Home-School Compact** on 10/19/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/19/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/15/2023, 09/15/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/09/2023
6. The SPSA was approved at the following SSC Meeting: 11/09/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



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



2023-2024

AS A STUDENT,

- 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.

THEREFORE, I agree to exhibit:

- Perseverance
- Responsibility
- Integrity
- Dignity
- Enthusiasm

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.

THEREFORE, I agree to carry out the following responsibilities to the best of my ability:

- 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

AS THE SCHOOL, we understand the importance of the school experience to every student.

THEREFORE, **classified and certificated staff** agree to carry out the following responsibilities to the best of our ability:

- **Implement the following with integrity and fidelity:**
 - o **LBUSD Excellence and Equity Board Policy (0415)**
 - o **LBUSD Understandings and Expectations for Quality Core Instruction**
 - o **LBUSD Excellence, Equity and Ethics Policy**
 - o **California Standards for the Teaching Profession**
 - o **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.

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
(562) 595-0308 Fax (562) 424-3991



PACTO HOGAR-ESCUELA
2023-2024

<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 style="text-align: center;"> 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.

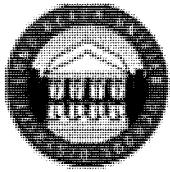
 Firma del estudiante

 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
Being There to Help You Succeed

LONGFELLOW ELEMENTARY SCHOOL

FAMILY INVOLVEMENT GUIDELINES, 2023-2024

As a school that receives Title I, Part A (Title I) funds, 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 for Spanish and Khmer families 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 convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Notifications/fliers sent home in language families can understand
 - Announcement made in principal's message and through Schoolmessenger (email and text)
5. Longfellow will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA)
6. 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
7. 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
8. 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.

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 Title I, 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;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- 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

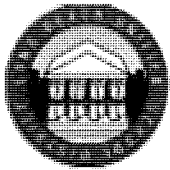
Longfellow's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/19/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/9/23. Longfellow, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

October 19, 2023

Date



GUIA PARA PARTICIPACION ESCOLAR PARA LAS FAMILIAS 2022-2023

Como escuela que recibe fondos del Título I, Parte A (Título I), la Longfellow ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de Longfellow para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

Longfellow está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local. ● periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES

REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS 1. Longfellow tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: ● La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:

- i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
- ii. Composición del SSC
- iii. Consideraciones Presupuestarias
- iv. Plan Único para el Rendimiento Estudiantil
- v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeari una reuniyn con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guta del axo anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guta de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. Longfellow tomari las siguientes acciones para distribuir a las familias y a la comunidad local, la Guta de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. Longfellow actualizari periódicamente sus Guta de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberi votar para aprobar la guta
 4. Longfellow convocari una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, como se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Notificaciones y volantes enviados a casa en el idioma que entiendan las familias ● Anuncios por medio del mensaje del director y 'Schoolmessenger' (correo electrónico y texto)
 - Se proporcionarí cuidado de niños
 5. Longfellow proveerí informaciyn actualizada a las familias acerca de los Programas de Título I durante el axo lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA y PTO y CAAP, etc.)
6. Longfellow les proveerí a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Longfellow también brindari oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
- Talleres para las familias; encuestas para las familias
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
7. Longfellow coordinari e integrari los programas de la participación de la familia, con otros programas del distrito, incluyendo 'Head Start', 'Early Head Start', escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinaciyn de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promociyn y publicidad de los festivales de Kindergarten del Distrito
8. Longfellow entregari al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar seg~n la secciyn (1114)(b)(2) no es satisfactorio para las familias de los nixos participantes:
- En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADeMICO DEL ESTUDIANTE

1. Longfellow construi la capacidad de la escuela y de las familias para fortalecer la participaciyn de las familias, para poder asegurar la participaciyn efectiva de las familias y apoyar la asociaciyn entre la escuela, las familias y la comunidad para mejorar el rendimiento acadpmico estudiantil, por medio de las siguientes actividades espectficamente descritas a continuaciyn:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la pigina del Internet del Distrito
 - DCAC, DELAC y otros foros y reuniones para las familias del distrito
 - Recursos de la pigina del Internet del Distrito: oprimir 'P' para Universidad de Padres 2.
- Longfellow incorporari el Contrato entre la Familia y la Escuela como un componente de la Guia de Participaciyn Escolar para las Familias:
- Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento acadpmico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberi votar para aprobar el contrato
 - La Guia de Contrato entre la Familia y la Escuela se compartiri durante las conferencias entre Familia y Maestro
3. Longfellow, con la ayuda del distrito, proveeri asistencia a las familias de nixos que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuaciyn:
 - las normas del contenido acadpmico del Estado
 - las evaluaciones acadpmicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
 4. Longfellow, con la ayuda del distrito, proveeri materiales y capacitaciyn para ayudar a las familias a trabajar con sus nixos para mejorar el rendimiento acadpmico, seg~n sea apropiado, para fomentar la participaciyn de las familias, por medio de:
 - Talleres para las familias
 5. Longfellow, con la ayuda del distrito y las familias, educari a sus maestros y otros miembro del personal, sobre cymo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal
 6. Longfellow, al grado que sea posible y adecuado, tomari las siguientes acciones para asegurar que la informaciyn relacionada con los programas de las familias, reuniones y otras actividades, se envte a las familias de los nixos que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - Traducciones se hari por el personal de la oficina y por los recursos que el distrito provee.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUËA DE PARTICIPACIÏN ESCOLAR PARA LAS FAMILIAS

La Guta de Participaciyn Escolar para las Familias puede incluir pirrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participaciyn en la escuela para apoyar a sus hijos en el rendimiento acadmico, tales como las actividades discrecionales mencionadas seg~n la secciyn 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitaciyn de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitaciyn;
- proveer la capacitaciyn de alfabetizaciyn necesaria para las familias del Titulo I, fondos de Parte A, si el distrito escolar ha agotado, con toda razyn, todos los otros recursos disponibles para brindar fondos para dicha capacitaciyn;
- pagar los gastos razonables y necesarios asociados con las actividades de participaciyn de las familias, incluyendo los costos de transporte y cuidado de nixos, para permitir la participaciyn de las familias en reuniones relacionadas a la escuela y sesiones de capacitaciyn;
- capacitar a las familias para mejorar la participaciyn de otras familias;
- para poder maximizar la participaciyn de las familias y la participaciyn en la educaciyn de sus nixos, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los nixos que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los mptodos modelos para mejorar la participaciyn de las familias; ● establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participaciyn de las familias en el Titulo I, programas parte A; ● desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y ● proveer otro apoyo razonable para actividades que requieren la participaciyn de las familias seg~n la secciyn 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÏN

Esta Guta de Participaciyn de Longfellow para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los nixos que participan en el Titulo I, programas Parte A. La Guta se adopty por el Concilio del Plantel Escolar de la Escuela el 19/10/23 y estarin vigentes por un periodo de un axo lectivo. La escuela distribuiri la Guta a todas las familias el 9/11/23 o antes. Longfellow, al grado posible, brindari una copia de esta Guta a las familias en un idioma que puedan entender.


Firma del Director(a)

19 de octubre 2023
Fecha