

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henry W. Longfellow Elementary School	19-64881-6021679	May 25, 2022	June 23, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

We provide opportunities for small group instruction throughout the day to ensure we are meeting students' needs. In addition we hold SST meetings for students of concern. We take a trauma informed care approach to discipline and use a Positive Behavior Management system. Our Professional Development focuses on the needs of the students based on data. In data analysis meetings we reflect on instruction, assessment, and students in order to improve outcomes for all students. Teachers are learning to help accelerate instruction for students in order to close gaps and after school opportunities are available for English Learners as well.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

ELAC meeting on May 5, 2022, SSC Meetings on April 27 and May 25th 2022, Teacher meeting on March 21, 2022

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We need 2 intervention teachers, one for k-2 and one for 3-5. We are able to pay for 1. We also need an additional Instructional aide.

## School Vision and Mission

Our staff is committed to providing a broad based, standards driven instructional program within a safe, emotionally nurturing environment. Our goals are to create a partnership with parents and community organizations so that our students are well prepared for the future, and to ensure that all students are able to think critically, communicate, collaborate and be creative.

## School Profile

Longfellow Elementary School is located between Bungalow Heaven and Historic Highlands in Northern Pasadena. Currently the school serves students in Transitional kindergarten through 5th grade with a current enrollment of 574 students. Data for 2021-22 shows we have 88% of our students are socioeconomically disadvantaged, 28% of our students are English Learners (mostly Spanish speakers), 11% are African Americans, .7% are Filipino, 78% are Hispanic, 6% are white, 2% are multiracial, and 10% receive special education services.

Currently we have 25 classroom teachers, 1 Resource Specialist, 1 behavior aide, 1 library coordinator, 2 Instructional Coaches, 1 health clerk, a shared nurse, a 8 hour Community Assistant and 3 full time custodians. We have a school library and a music room.

Due to the pandemic, we have had to limit in-person participation of parents and volunteers. In a normal year when health conditions allow it we have excellent parent participation and encourage parents to be involved in the school in whatever capacity they are able. We have parents helping with science lessons, painting murals, helping out at community events and cultivating a school garden. In addition we have parents helping in the classroom and the parent work room. Our goal is to make everyone feel they are a valued asset to the school community and everyone has something to contribute to help the students achieve.

To this end we have work room parties, parent trainings, parent education and community building events.

All school communication is translated into Spanish and parents needing further assistance interpreting assessment results are invited to come to the school and receive assistance from the school staff.

We provide engaging instruction with built in scaffolds to enable all students' access and mastery of the curriculum.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.25%	0.2%	0.17%	1	1	1
African American	15%	11.0%	10.65%	60	70	61
Asian	1.5%	1.0%	0.70%	6	6	4
Filipino	2.5%	2.2%	1.22%	10	14	7
Hispanic/Latino	71.5%	78.1%	77.49%	286	495	444
Pacific Islander	0%	0.2%	0.17%	0	1	1
White	6.5%	5.2%	5.93%	26	33	34
Multiple/No Response	2.25%	1.6%	2.09%	9	10	12
<b>Total Enrollment</b>				400	634	573

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	69	107	116
Grade 1	56	100	93
Grade 2	61	97	86
Grade 3	77	100	80
Grade 4	66	122	90
Grade 5	71	108	108
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	400	634	573

### Conclusions based on this data:

1. Our enrollment dropped by 59 student from last school year to the current one.

2. Within the general enrollment, 124 students are in the Spanish Dual Language Immersion Program.
3. Our demographics have not changed much in the last couple of years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	101	159	159	25.3%	25.1%	27.7%
Fluent English Proficient (FEP)	82	122	16	20.5%	19.2%	9.8%
Reclassified Fluent English Proficient (RFEP)	35	11	27	25.7%	10.9%	16.9%

### Conclusions based on this data:

1. Our number of ELs stayed the same, however the percentage dropped slightly due to the drop in enrollment.
2. This school year we were again able to reclassify a solid number of students. We doubled the number of reclassifications from last year.
3. The FEP number for 21-22 looks low and I am not sure why.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	99		71	0		71	0		100	0.0	
Grade 4	77	123		77	0		77	0		100	0.0	
Grade 5	64	107		63	0		63	0		98.4	0.0	
Grade 11												
All Grades	212	329		211	0		211	0		99.5	0.0	

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2440.			25.35			28.17			26.76			19.72		
Grade 4	2470.			29.87			18.18			24.68			27.27		
Grade 5	2492.			11.11			30.16			36.51			22.22		
Grade 11															
All Grades	N/A	N/A	N/A	22.75			25.12			28.91			23.22		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.94			57.75			18.31		
Grade 4	23.38			53.25			23.38		
Grade 5	14.29			65.08			20.63		
Grade 11									
All Grades	20.85			58.29			20.85		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.90			63.38			19.72		
Grade 4	23.38			50.65			25.97		
Grade 5	20.63			55.56			23.81		
Grade 11									
All Grades	20.38			56.40			23.22		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.35			66.20			8.45		
Grade 4	25.97			57.14			16.88		
Grade 5	14.29			68.25			17.46		
Grade 11									
All Grades	22.27			63.51			14.22		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.35			57.75			16.90		
Grade 4	19.48			53.25			27.27		
Grade 5	19.05			58.73			22.22		
Grade 11									
All Grades	21.33			56.40			22.27		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We have not had CAASPP Data since 2019.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	99		71	0		71	0		100	0.0	
Grade 4	77	123		77	0		77	0		100	0.0	
Grade 5	64	107		63	0		63	0		98.4	0.0	
Grade 11												
All Grades	212	329		211	0		211	0		99.5	0.0	

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2456.			28.17			30.99			25.35			15.49		
Grade 4	2472.			20.78			18.18			40.26			20.78		
Grade 5	2460.			11.11			7.94			26.98			53.97		
Grade 11															
All Grades	N/A	N/A	N/A	20.38			19.43			31.28			28.91		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.66			40.85			15.49		
Grade 4	27.27			32.47			40.26		
Grade 5	11.11			19.05			69.84		
Grade 11									
All Grades	27.96			31.28			40.76		

### 2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.35			57.75			16.90		
Grade 4	24.68			48.05			27.27		
Grade 5	14.29			34.92			50.79		
Grade 11									
All Grades	21.80			47.39			30.81		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.25			47.89			9.86		
Grade 4	20.78			49.35			29.87		
Grade 5	11.11			41.27			47.62		
Grade 11									
All Grades	25.12			46.45			28.44		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We have not had CAASPP Data since 2019

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1430.8	1447.6		1436.6	1469.5		1417.0	1396.1		25	32	19
<b>1</b>	1466.6	1432.6		1462.9	1466.0		1469.7	1398.8		14	33	27
<b>2</b>	*	1500.8		*	1505.3		*	1495.8		10	33	24
<b>3</b>	1519.3	1494.3		1526.0	1502.7		1512.3	1485.7		24	23	19
<b>4</b>	1537.4	1507.4		1528.2	1520.7		1546.2	1493.6		20	31	20
<b>5</b>	1570.4	1521.8		1580.9	1533.4		1559.2	1509.9		14	24	23
<b>All Grades</b>										107	176	132

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.00	22.58		56.00	38.71		32.00	35.48		4.00	3.23		25	31	19
<b>1</b>	0.00	6.06		71.43	24.24		28.57	51.52		0.00	18.18		14	33	27
<b>2</b>	*	27.27		*	48.48		*	12.12		*	12.12		*	33	24
<b>3</b>	33.33	13.04		37.50	30.43		29.17	52.17		0.00	4.35		24	23	19
<b>4</b>	35.00	19.35		55.00	25.81		10.00	51.61		0.00	3.23		20	31	20
<b>5</b>	71.43	4.17		28.57	58.33		0.00	29.17		0.00	8.33		14	24	23
<b>All Grades</b>	27.10	16.00		52.34	37.14		19.63	38.29		0.93	8.57		107	175	132

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	4.00	29.03		72.00	58.06		20.00	9.68		4.00	3.23		25	31	
<b>1</b>	7.14	24.24		64.29	51.52		28.57	15.15		0.00	9.09		14	33	
<b>2</b>	*	48.48		*	42.42		*	9.09		*	0.00		*	33	
<b>3</b>	58.33	30.43		20.83	52.17		16.67	17.39		4.17	0.00		24	23	
<b>4</b>	55.00	38.71		35.00	54.84		10.00	3.23		0.00	3.23		20	31	
<b>5</b>	85.71	45.83		14.29	41.67		0.00	12.50		0.00	0.00		14	24	
<b>All Grades</b>	41.12	36.00		42.99	50.29		14.02	10.86		1.87	2.86		107	175	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.00	6.45		40.00	22.58		40.00	58.06		12.00	12.90		25	31	
<b>1</b>	7.14	3.03		64.29	9.09		21.43	30.30		7.14	57.58		14	33	
<b>2</b>	*	21.21		*	42.42		*	18.18		*	18.18		*	33	
<b>3</b>	16.67	4.35		29.17	17.39		50.00	47.83		4.17	30.43		24	23	
<b>4</b>	25.00	3.23		45.00	16.13		30.00	35.48		0.00	45.16		20	31	
<b>5</b>	7.14	0.00		57.14	8.33		35.71	66.67		0.00	25.00		14	24	
<b>All Grades</b>	13.08	6.86		47.66	20.00		34.58	41.14		4.67	32.00		107	175	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	24.00	22.58		72.00	74.19		4.00	3.23		25	31	
<b>1</b>	28.57	30.30		71.43	60.61		0.00	9.09		14	33	
<b>2</b>	*	33.33		*	66.67		*	0.00		*	33	
<b>3</b>	37.50	21.74		54.17	60.87		8.33	17.39		24	23	
<b>4</b>	40.00	35.48		60.00	61.29		0.00	3.23		20	31	
<b>5</b>	14.29	12.50		85.71	66.67		0.00	20.83		14	24	
<b>All Grades</b>	28.97	26.86		68.22	65.14		2.80	8.00		107	175	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	8.00	38.71		88.00	58.06		4.00	3.23		25	31	
<b>1</b>	7.14	12.12		92.86	75.76		0.00	12.12		14	33	
<b>2</b>	*	51.52		*	48.48		*	0.00		*	33	
<b>3</b>	79.17	65.22		20.83	34.78		0.00	0.00		24	23	
<b>4</b>	70.00	58.06		30.00	41.94		0.00	0.00		20	31	
<b>5</b>	100.00	87.50		0.00	12.50		0.00	0.00		14	24	
<b>All Grades</b>	52.34	49.71		46.73	47.43		0.93	2.86		107	175	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	4.00	6.45		84.00	90.32		12.00	3.23		25	31	
<b>1</b>	35.71	9.38		50.00	37.50		14.29	53.13		14	32	
<b>2</b>	*	48.48		*	33.33		*	18.18		*	33	
<b>3</b>	12.50	8.70		54.17	60.87		33.33	30.43		24	23	
<b>4</b>	10.00	0.00		80.00	51.61		10.00	48.39		20	31	
<b>5</b>	21.43	4.17		78.57	70.83		0.00	25.00		14	24	
<b>All Grades</b>	14.02	13.79		71.96	56.32		14.02	29.89		107	174	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	48.00	16.13		40.00	58.06		12.00	25.81		25	31	
<b>1</b>	0.00	0.00		100.00	54.55		0.00	45.45		14	33	
<b>2</b>	*	27.27		*	51.52		*	21.21		*	33	
<b>3</b>	37.50	8.70		58.33	65.22		4.17	26.09		24	23	
<b>4</b>	55.00	9.68		45.00	54.84		0.00	35.48		20	31	
<b>5</b>	21.43	0.00		78.57	87.50		0.00	12.50		14	24	
<b>All Grades</b>	39.25	10.86		57.01	60.57		3.74	28.57		107	175	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 28% of EL students scored at level 3 and 14% at level 4 on the 2020-21 ELPAC.
2. 57 students were at level 2 on the ELAPC in 2021-22
3. The number of EL students from 2021 to 22 decreased.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>634</b>	<b>85.2</b>	<b>25.1</b>	<b>0.8</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	25.1
Foster Youth	5	0.8
Homeless	35	5.5
Socioeconomically Disadvantaged	540	85.2
Students with Disabilities	77	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	11.0
American Indian or Alaska Native	1	0.2
Asian	6	0.9
Filipino	14	2.2
Hispanic	495	78.1
Two or More Races	10	1.6
Native Hawaiian or Pacific Islander	1	0.2
White	33	5.2

### Conclusions based on this data:

1. Our SED population continues to be significant as does or EL and Hispanic populations.

2. The African American population also remains significant.
3. Our Sped. population was 10% however that included all students not just in the testing grades.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Our Chronic Absenteeism rate increased by ,6% to 11.8%. Incentives for students do not seem to be working. Resources needed to help the families of Chronically absent. All student groups where in the orange with the exception of ELs who where in the green.
2. The suspension rate increased by .5%. As per Aeries report , there were 3 suspensions and 5 In school Suspensions last year. Overall 1.1 % of students are suspended. The AA subgroup is higher at 5.3%. We need to address this inequity, however were are talking about a total of 3 students.
3. The steady increase towards standard in math (though only 1 point, however a 10% gain in 3 years),is due in part to the fidelity towards the Ready math program and implementing problem strategy routines. In ELA, we see a drop of 13.7 points with both ELs ans SED students in the orange. Targeted strategies could assist these subgroups in increasing scores.



# School and Student Performance Data

## Academic Performance English Language Arts

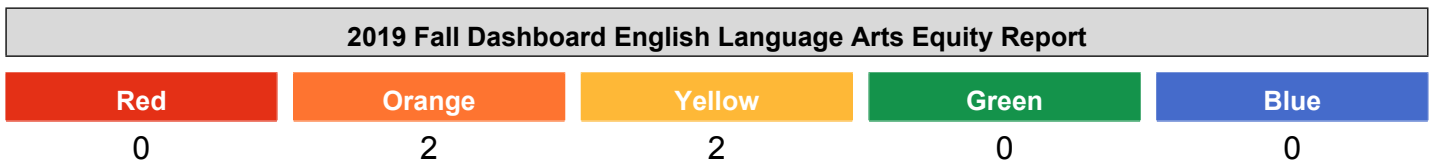
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 0.4 points above standard Declined -13.7 points 205	<p><b>English Learners</b></p> Orange 12.2 points below standard Declined Significantly -26 points 84	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Orange 6.9 points below standard Declined -13.7 points 174	<p><b>Students with Disabilities</b></p> No Performance Color 38 points below standard Maintained ++1.9 points 33

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 20.1 points below standard Increased ++11.6 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.3 points below standard Declined Significantly -17.3 points 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
39.1 points below standard Declined Significantly -23 points 58	47.8 points above standard Increased ++7.7 points 26	5.7 points above standard Declined -4.3 points 103

**Conclusions based on this data:**

- AA increased performance towards standard by 11.6 points. There was a focus made due to lack of progress in previous year. Choice and collaborative structures have been beneficial to this subgroup.
- English Learners loss gains made from the previous year and declined by 26 points. 21% of ELs were reclassified decreasing the amount of students who were proficient in ELA.
- All students landed in the yellow with a 13/7 point decline landing them in the yellow. More time for students to practice targeted skills with teacher feedback needs to be given to students.

# School and Student Performance Data

## Academic Performance Mathematics

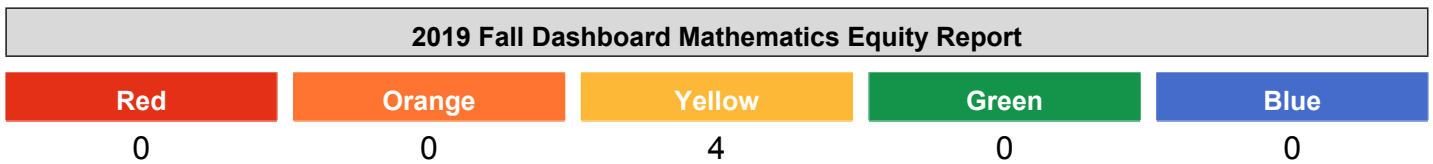
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>16.6 points below standard</p> <p>Maintained -1 points</p> <p>205</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>18.7 points below standard</p> <p>Declined -3.2 points</p> <p>84</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>22.2 points below standard</p> <p>Maintained -2.3 points</p> <p>174</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>45 points below standard</p> <p>Increased ++4.5 points</p> <p>33</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 45.7 points below standard Increased ++13.7 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.5 points below standard Maintained -2.4 points 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.6 points below standard Declined Significantly -16.4 points 58	25.7 points above standard Increased Significantly ++35.3 points 26	20.2 points below standard Maintained -0.9 points 103

#### Conclusions based on this data:

1. After decline from previous year, AA students increased by 13.7 points . One explanation could be giving purpose and relevance when teaching math.
2. ELs declined significantly by 16.4 points in math however the reclassified students increased significantly by 35.3 points, illustrating the need to be able to read and write proficiently in English in order to meet standards in math.
3. Overall, students maintained scores in math. It is to be noted over 3 years, students have increased by 10% in math achievement.

# School and Student Performance Data

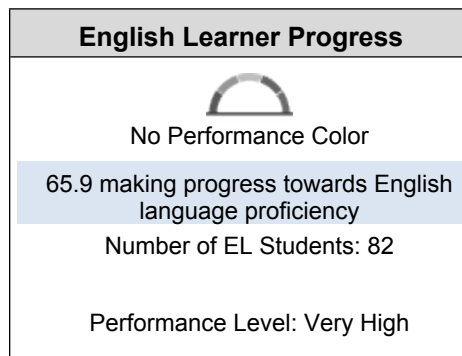
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.7	24.3	1.2	64.6

#### Conclusions based on this data:

1. ELs are making progress each year. We were able to reclassify 26 student in 2019.
2. The domain that EL students continue to have difficulty with is in Reading.
3. Students having difficulty with reading and vocabulary are not able to meet grade level standards.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).



<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. n/a
2. n/a
3. n/a

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

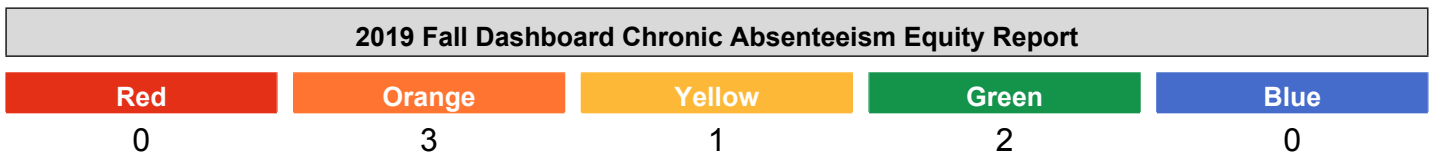
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 11.8 Increased +0.6 450	<p><b>English Learners</b></p>  Green 6.5 Declined -2.4 138	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color 20 Declined -18.9 20	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 13 Increased +1.7 368	<p><b>Students with Disabilities</b></p>  Yellow 10.3 Declined -0.6 68

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 18.1 Increased +2.8 72	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 9.1 Increased +9.1 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.4 Maintained -0.3 318	 No Performance Color 30.8 Increased +17.4 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 6.5 Declined -2.4 31

**Conclusions based on this data:**

1. Students in the lower grades have many absences due to illness and lack of knowledge regarding the Education Code around School attendance. Annually we disseminate this information at every opportunity.
2. We saw an increase in our AA students who were chronically absent to 18 students. Many of these chronic students have many over 30 minute tardies. We addressed these matters in SART and SST meetings and saw that data improve this year current year.
3. If we can engage students and parents, we will see a decrease in the chronic absent students.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

**Conclusions based on this data:**

1. n/a
2. n/a
3. n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate

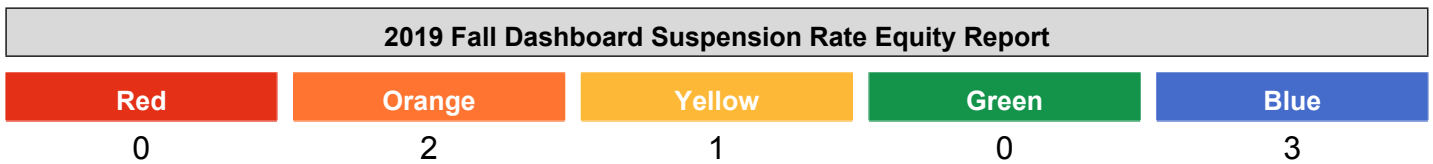
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 1.1 Increased +0.5 458	<p><b>English Learners</b></p>  Blue 0 Declined -0.7 138	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5
<p><b>Homeless</b></p>  No Performance Color 0 Maintained 0 22	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 1.3 Increased +0.6 375	<p><b>Students with Disabilities</b></p>  Yellow 2.9 Maintained -0.2 69

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.3 Increased +3.1 75	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Maintained 0 321	 No Performance Color 0 Maintained 0 13	 No Performance Color 0 Maintained 0 33	 Blue 0 Maintained 0 33

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	1.1

**Conclusions based on this data:**

1. We had a .5% increase last year in suspensions taking us into the orange range, however there were only 3 suspensions of 2 students total. There were 5 in school suspensions. The previous year we had 5 formal suspensions and 1 in school.
2. The small numbers are not giving a good indicator of actual school climate. Office referrals might be a better indicator.
3. There is a disproportionate number of African American students suspended compared to the other ethnic groups.



# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

### Goal 1

35% of students in grades 1st-5th will be at grade level on the diagnostic 2 math district benchmark assessment in January 2023 and 40% will be at grade level by June of 2023.

### Identified Need

Only 22% of students are scoring at the grade level band on the math Diagnostic 2 and 55% are in the Tier 2 category, 23% are at promise. Students are making significant growth from the first diagnostic to the second, displaying that when students are getting in person instruction they can improve.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Diagnostic 2 and 3	iReadyD1-2021- 9% at grade level iReadyD2-2022- 22% at grade level	35% at grade level on iReady D2 2023 / and 40% on iReady D3 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

All students in kindergarten through 5th grade

#### Strategy/Activity

Teachers will provide targeted instruction that includes time for practice and problem solving with teacher feedback and opportunities to revise.

- PD on how to use accelerated learning strategies to help in math like "Notice and Wondering Charts", TIP charts, and Standards Walls.
- PD on mathematical practices 6-8

\*Attend to Precision

\*Look for and make use of structure

\*Look for and express regularity in repeated reasoning

grade level release time to backward map instruction and plan assessments; teachers will begin by looking at the quiz and picking a problem or 2 to work out and solve problems in different ways to anticipate students' needs as well as identify prerequisite skills for new concepts.

Teacher will use diagnostic tools in iReady math to help pinpoint areas of need for each student

Teachers will create Anchor Charts that students can access to remember the steps to solve a problem

Teachers will model during the week how to answer questions on an assessment

Teachers will identify math vocabulary words and create anchor charts

The use of Brain Pop, Kahn Academy and Kahoot to introduce new concepts

Math tasks will activate students prior knowledge and lived experiences, feel familiar and authentic to students, and intentionally provide "hooks" that support learning with coherence and connections (i.e. using students names, interests and familiar topics)

Math tasks will focus on deep and meaningful math content, promote prior learning and recognition of new math relationships, and provoke cognitive demand that engages students in reasoning, sense making and problem solving (challenging, multi-step word problems that mirror real world problems and require students to make sense. For example- can the problem have a remainder? Why or Why not?)

Teachers will use the "Try-Discuss-Connect" Routine in ready math to encourage discourse, collaboration, and critical thinking

Teachers will give students opportunity to retake tests when students score below 75%

Teachers will have data chats with students in grades 3-5 after diagnostic 1 and 2 to set goals.

Teacher will incorporate spiral review

Students will do 45 minutes of iReady lessons weekly at their instructional level

Parents will be given strategies to help students with math, namely the importance of regular practice.

Teachers will create small intervention groups for students who need to master math foundational skills & math fluency. This group will focus on Mathematical Practices 1-5.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

PD ended up being focused on accelerated learning strategies to help close the gaps that were created from remote instruction. Teachers in grades 2-5 had data meetings to identify student needs and discuss best practices. Students had opportunities to retake tests and teachers modeled and provided multiple examples of problems and visuals using anchor charts. The intervention teacher worked with 2nd grade students in math 2 times a weekly for the whole year and helped fill some gaps in fundamental skills. Due to Covid protocols, student collaboration was hampered for most of the year. It was difficult for all teachers to find time to do small groups in math. We found that the gaps from remote learning in addition to the high absenteeism rate this school year was profound. We focused on key skills and providing scaffolds to students to access grade level curriculum. Students made progress, however mastery was not meet and only 22% of students were at grade level by the second diagnostic in January 2022.

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

PD was focused on accelerated learning strategies instead of math mini lessons and routines.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on providing students time to practice new learning with immediate teacher feedback. We will identify and target math vocabulary and create anchor charts. We will include spiral review and provide opportunities for fact practice and building schema and conceptual understanding of new skills taught.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 2

If we improve targeted and strategic reading instruction for all students through mini-lessons, strategy groups and reading conferences and give students opportunities for practice and teacher feedback then students achievement will improve as measured by an increase on Diagnostic 2 iReady Reading to 45% at grade level by January 2023 and to 50% by Diagnostic 3 in June 2023

## Identified Need

Currently only 37% of our students in 1st through 5th grades are at grade level or above on iReady Reading Diagnostic 2. Students need more opportunities to practice skills taught in reading with adult feedback in order to become fluent readers who comprehend what they are reading. Less than half of our students our reading at grade level at this time.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic 2 and 3 iReady Reading assessment	37% reading at grade level on 2022 Diagnostic 2 iReady Reading Assessment	45% at grade level on 2023 Diagnostic 2-iReady Reading assessment and 50% on end of year iReady Reading Diagnostic 3 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

All student in grades k-5

### Strategy/Activity

In small guided strategy groups, teachers will model and then guide students through retelling of a story and have them practice using books at their instructional level.

Teachers will have grade level data team meetings 2 times a year to identify trends in data and skills that need to be retaught or reinforced.

Teachers needing refinement of balanced literacy structures and strategies will get it in lesson study with Coaches, principal, and teacher leaders

Professional development on strategy groups and how to identify students needs through assessment and observation and design lesson for small group and individual conferences

Teachers will help students use the skills practiced during guided/strategy reading groups and taught in mini lessons during their independent reading time by conferencing with them and giving specific modeling and directives of what they should look for when reading and providing sticky notes to make notations.

Phonics and fluency mini lessons will occur for students in grades K, 1-2 daily. 1st and 2nd grade will have phonics training.

1st and 2nd grade will pilot Hagerty phonics program

Books at students independent reading level

Books for classroom libraries

Class sets of books

Storyworks to teach literary elements

Flexible Seating for the classrooms

Compare and Contrast with paired text

Instructional read aloud will focus on a skill that can be replicated in strategy groups and independent reading.

Gold slip raffle for books weekly to create culture of reading

Kinder and TK teachers will encourage parents to sign up for Raising a Reader program.

Reading Partners will help students who are reading below grade level

Parent Training to teach skills to help students in the classroom and at home

Scholastic News will be used to identify main idea and cite evidence in non fiction text.

Bimonthly library visits to expose students to new books and encourage reading

Instructional coach will assist teachers with instruction, routines, procedure and assessment to improve classroom instruction

Teachers will help students build stamina to read and write for extended periods of time

Teachers will create a classroom culture that facilitates the love of reading and excitement about books

Teachers will read aloud to students daily for enjoyment

6 hour instructional aide in kinder to assist with developing routines

Teachers will be instructed on reciprocal reading, vocabulary strategies and other collaborative structures to help with comprehension

Students will use Raz kids to help them practice reading at their instructional level daily

Raz kids will be used to assist students with independent reading at their independent level

Teacher will administer Running Records, as needed, based on observation of student's performance

Intervention teacher will work with small groups of students on building foundational skills.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

Due to Covid protocols, many of our balanced literacy routines like sitting on the rug and partner reading were not able to be implemented. Reading Partners had to continue to see students virtually which is not as effective as in person sessions. Students had many gaps from not accessing instruction in remote learning and not practicing skills learned in reading. Our 2nd grade students were particularly effected by the pandemic as many of the students do not have the foundational skills required to read. Also due to the covid surges, some teachers were trying to find ways to teach so students in class and in quarantine could both access the curriculum. The result was that there was some deviation away from balanced literacy structures and strategies. Professional Development was done on mini-lesson structure and we did have data meetings 2 times during the year. Teachers were also given opportunity in PD meetings for grade level collaboration. Many kindergarten families participated in Raising a Reader and all students were able to visit the school library every other week. Reading Partners was able to service 37 students

in 1st-4th grades and the Intervention teacher also meet with 20 students to work on Foundational skills in reading.

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

We did not do a PD on reciprocal reading and collaborative structures. We ended up focusing PD on strategies to accelerate student learning and fill gaps. The use of Running Records/IRIs was not consistently used by all teachers. We did not do a training for parents in reading this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will adjust our percent of how many students we expect to read at grade level as well as implement balanced literacy routines and strategies with fidelity in all classrooms. IRI/Running records will be used to progress monitor and students will be given time to practice new skills with immediate teacher feedback. In addition Longfellow teachers will be receiving training on a leveled reading intervention and 2 DLIP teachers will be attending a summer institute in Writers Workshop.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 3

40% of our African American students in grades 1-5 will be reading at grade level on the Diagnostic 2 assessment in January 2023  
 25% of the ELs in grade k-5 will be reading at grade level on the Diagnostic 2 ELA assessment in January 2023 In addition, 20% of ELs will score at level 4 on the ELPAC as measured by the 2023 ELPAC.

## Identified Need

In grades 1-5, on the the ELA Diagnostic 2 Benchmark only 14% of EL students were reading at grade level and only 34% of African American students. Students need to improve attendance and get immediate feedback from adults when practicing new skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA iReady Diagnostic 2	34% of AA students reading at grade level and 14% of ELs on the 2022 iReady reading 2nd diagnostic 16% of ELs are scoring at level 4 on the ELPAC	40% of AA students reading at grade level/ 25% ELs reading at grade level by the Diagnostic 2 benchmark assessment in January 2023 and 47% of AA students and 32% of ELs by the Diagnostic 3 in May 2023. On the 2023 ELPAC, 20% of ELs will be at level 4.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

African American students

### Strategy/Activity

Reading Partners for students in k-4th who are below grade level in reading



AA students who have under 95% daily average attendance will have a SART meeting

Cooperative group structures in the classroom, brain breaks, and brain friendly teaching.

Proactive Classroom Management strategies, and teacher understanding of trauma informed care to give students space when needed.

Strategies to build stamina and perseverance like goal setting, frequent practice, and teacher feedback will be given often. In addition videos about creating a Growth Mindset will be shown to encourage students.

Teachers will use graphic organizers, sentence stems, and linguistic patterns to help students understand structures like cause and effect and author's purpose.

Brain Pop to engage and reinforce concepts with multi media

Family Fridays to help teach parents strategies to help students with ELA and math

Instructional Coach will help assist teachers with instruction, procedures and routines that are meaningful to all students.

teacher will teach reading strategy mini-lessons to the whole class and then reinforce during individual reading conferences with AA students and immediate teacher feedback.

- teachers will make sure students are reading books at their independent reading level
- teachers will teach students how to respond to a text stating a claim and using evidence-
- Create safe and trusting environments that respect students' culture
- validate students' knowledge on any topic with Notice and wondering charts as well as build schema for new topics
- When introducing a task: Modeling (checklist/rubric, anchor chart)), Making Connections using prior knowledge, Public share (exit ticket, posted work, shared in front of class), Give Purpose and relevance
- Teachers will have students take interest surveys to help make connections and get engagement
- Teachers will have Data Chats with students in grades 3-5 to go over goals after benchmark assessments 3 times yearly.
- Provide students multiple opportunities throughout the day to practice reading
- Teacher will participate in Anti-Racism PD through the school year
- add to classroom libraries to make sure there are engaging books at students independent reading level
- intervention teacher to work with small groups of students

- bimonthly visits to the library to check out books and encourage reading
- data analysis meetings to plan instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 2**

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

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

English Learners

**Strategy/Activity**

Planning and data analysis time for teachers to discuss data and plan instruction for continuous improvement

Parent meetings with 4th and 5th grade students that are still ELs

SART Meeting with parent's whose students have less than 95% daily average attendance.

The use of scaffolds like sentence stems, visuals, and other SADIE strategies during instruction and used with fidelity. Also the use of Kagan structures to allow multiple opportunities for structured academic language practice.

Small group instruction on specific reading comprehension and writing skills to ensure mastery at least 2x a week.

Reading Partners to assist EL students reading below grade level in grades k-4

- Parent outreach from the community assistant
- Parent training by the Instructional Coach on helpful strategies to use at home
- The use of Scholastic News to help teach informational text
- Starfall subscription for English Learners in k-2
- Teachers will provide opportunities for students to build and apply vocabulary skills daily using TIP Charts, Notice and Wondering and other vocabulary strategies

- Instructional Coach will meet with Newcomers 2x a week for 45 minutes to do ELD
- Community Assistant will translate all documents and parent meetings
- Teachers will make sure they have students ELPAC scores when they are doing guided reading groups to keep individual needs in mind.
- Intervention 2x a week to work with EL students on vocabulary and comprehension strategies during the school day
- Data chats with ELs in 3-5th grade to go over assessment results and goals
- Library visits every other week to check out books and develop

love of reading

- bilingual aide for kinder to assist with routines and procedures as well as language.
- teachers will give students immediate feedback when practicing new skills

Provide multiple opportunities throughout the day to practice reading

After school tutoring in vocabulary and comprehension for ELs in 4th and 5th grades

Add to classroom libraries to ensure there are engaging books at students independent reading levels

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

Attendance was a major obstacle to implementation of strategies. We had an average daily attendance rate of only 86.7%. This had an affect on students missing out on interventions. African

American Students made up 21% of the students enrolled in Reading Partners and ELs made up 62% of students enrolled. Black and EL students in 2nd grade received intervention 4 times weekly with the intervention teacher. EL students in 4th and 5th grade worked with an instructional aide twice a week and after school from January through April 2 times weekly on vocabulary and comprehension. All teachers used Scholastic News and Storyworks to teach literacy and informational text standards. Teachers did data analysis and identified needs of ELs and Black students in order to scaffold instruction. Notice and Wondering Charts and Vocabulary TIP charts were done to assess students prior knowledge, build schema, and provide resources. The Community Assistant translated all materials and provided resources as much as possible with Covid restrictions. Students used Starfall and Brainpop in the classroom.

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

Covid restrictions limited the amount of collaborative work that could be done. Third grade decided that mentoring minds would not be beneficial with this group of student and was not used. Some of the strategies like Frayer Model and Reciprocal Reading were not used and reading conferences were not done with fidelity at all grade levels. The ELPAC was not given in 2020, so we do not have scores to compare 2021 results with to see how many students increased a level.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal setting meetings will happen 3 times a year with students in 3-5 grades. SART meetings will be held in order to improve student attendance and have access to instruction. Goals for EL and Black students will include an attendance goal. Targeted instruction in the classroom will be documented by teachers. The goal for ELPAC will include how many students reach level 4 in order to be reclassified.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

Goal #3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

## Goal 4

Longfellow will increase the daily average attendance to 95% as measured by monthly year to date attendance reports by April 2023. We will also reduced the number of chronically absent students from 111 to 55 by April of 2023.

## Identified Need

Our Year to Date attendance average is only 87%. In addition, we have 111 students who are chronically absent.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance reports	87% year to date average daily attendance in May 2022 and 111 chronically absent students.	<ul style="list-style-type: none"> <li>95% year to date daily average by April 2023</li> <li>decrease in Chronically absent students from 111 to 55.</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

Chronically truant students and all students

### Strategy/Activity

- free recess for classes that have the highest attendance at each grade level
- SART and SARB meetings for students that are chronically truant
- SST meetings for Chronically absent students 3x during the year
- Nurse will communicate and assist parents who report medical conditions are keeping students out of school
- Students who are chronically absent will be given attractive classroom jobs to encourage attendance
- Attendance clerk will call parents to verify absences

- At the beginning of the year, the TK and kinder students will send home information regarding attendance and will present about attendance at Back to School Night
- Community Assistant and Community advocate will assist in meeting the needs of Chronically absent families
- CWA Interns will assist with reaching out to families to find out why they are having attendance issues
- Perfect attendance recognized at SOTM & given homework pass.
- Classroom rewards given (ex. stars/dots on star cards)

Build Stamina for chronic absentee students by recognizing them every day for a week, then build to 2,3, 4.

- Communication to family by classroom teacher
- classroom incentives when the whole class is present

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

We held SSTs and reached out to parents whose students were chronically absent. The teachers celebrated with all students in the class were present. Due to the pandemic we could not have any symptomatic child be on campus whether it was a cold or Covid. also due to the Covid pandemic, many students had to be quarantined multiple times throughout the year. We had our Social Work intern from Thrive call parents and talk to them about the challenges and we also had out community advocate checking in with families. For so many of our students, attendance was not in their control. We did not think it was fair to reward some who were lucky enough to evade Covid while others had to stay home.

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

no budget identified. Community Assistant cost is already incurred. The community Advocate is paid for by the Community School grant and the Social Work intern works through CWA office.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 22-23 school year, we will hold SART meetings as soon as a student's attendance drops below 95% / have 3 or more unexcused absences. In addition, we will bring back out monthly attendance awards like homework passes and educate parents on the effects of poor attendance on student education.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

Goal #3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

## Goal 5

All classes will have Tier One Positive Behavior Management strategies clearly in place and students needing Tier 2 and 3 interventions will have team meetings that include the parent, mental health support, and school team in order to come up with and document a behavior plan as measured by a reduction in the number of documented discipline notes from 65 to 49 entries by May 2023.

## Identified Need

In the 2021-22 school year, we had 65 documented behavior notes in Aeries. We had 3 suspensions. Students had been in remote learning for over a year and their social skills and emotional state had suffered.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries discipline records	For the 2021-22 school year there were 65 documented discipline notes including 3 suspensions in Aeries	By May of 2023 we will reduce the number of discipline notes by 25% to 49 documented discipline notes in Aeries.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Behavior Aide to help monitor students on the playground and provide classroom support when needed

Review of Tier I Behavior Rtl strategies with teachers and support from instructional coaches if needed.



Recognize students who are making improvements and demonstrating rule following behaviors

Identify staff who are available to help mentor students and provide "Check In/ Check Out" services with students

Implement Brain Breaks and Kagan strategies to increase student engagement and productivity and reduce any possible behavior issues

Meet with noon aides and go over school wide rules and positive behavior system, as well as expectations for students lining up, walking to the cafeteria and eating in the cafeteria 3 times a year.

Incentive system rule following behavior (caught be good slips)

continue to teach PE with fidelity

Time out room away from the office to help students have a place to deescalate. (Behavior Assistant)

additional noon aides to supervise students on the playground and in the cafeteria at lunch

Weekly SEL lessons

Refer students for counseling who have more than 2 behavior incidents

Practice classroom and school wide community building activities (lunchtime art, staff eating lunch with students on rotating basis, once a month themes for lunchtime, etc.)

- Form a Behavior Rtl Team to identify where needs in the school are
- Have parent meetings for students with documented discipline incidents with mental health support and school team.
- Create a Calm space where students can calm down
- Have welcome events for new students and families
- Provide parent education on Trauma Informed Care, Parenting , Attendance and setting expectations at home.
- Community Advocate to assist parents in attending meaningful trainings to help students
- Teachers will create a classroom community were all students feel safe and included

Teachers will practice mindful breathing with students

- Calm classroom strategies book
- Library Coordinator will highlight books about feelings, empathy, kindness and communication.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

Covid restrictions prevented us from doing many things we would usually do like cooperative strategies and community building events at school like assemblies. We did do over 75 SSTs, made over 60 referrals for mental health, hired additional noon aides, taught weekly SEL lessons, had a behavior aide, implemented brain breaks, recognized students weekly as Stars of the week, taught PE with fidelity and hired a Community Advocate. We did not have a calm room and parent trainings had to be online which was not an effective platform for most of our parents. We did do some mindfulness training, but we did not do a lot of review of Rtl procedures for the 11 new teachers. We did not have RTI team meetings due to all the requirements of the pandemic to keep the school open.

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

We used all our budgeted expenditures: behavior aide and extra noon aides.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will go back to looking at our Tier 1 implementation of behavior Rtl. We will focus our goal on reducing discipline notes and what supervision and prevention look like. In addition we will increase the number of incentives being handed out for rule following behavior.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 4

Goal #4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

## Goal 6

For the 2022-23 School year, parents will actively engaged in their children's education and their family's advancement as measured by an increase in student attendance to 95% and parent attendance at 4 events virtually or in person through the school year for 75% of the students as measured by sign in sheets.

## Identified Need

The pandemic years hit our community very hard. Families felt very disconnected from school and absences greatly increased. Families need to see the school as place where students needs can be meet and they can get resources and valuable information to assist their children.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily average attendance and spreadsheet of parental involvement	Student attendance for the 22-23 school year average was 86%/ attendance at parent involvement at meetings unknown due to parents not be allowed on campus	95% average daily attendance and 75% of parents to attend at least 4 meetings throughout the school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Community Advocate will document parent attendance in spreadsheet

Provide refreshments at meetings

Provide translation in classes with high population of Spanish speakers

Provide teachers planning time to come up with good strategies to teach parents at Family Fridays and gather materials (4x a year)

Provide a take home for parents so they can use strategy at home

Align parent topics with goals for ELA and math in the school plan

The community assistant will provide all translations at meetings and print that goes home

The community assistant will help facilitate and encourage parent involvement through direct interactions with parents

Students will make invitations for parents to come to events

Students will perform at events

teachers will reach out to parents to make personal connections to invite them to events

Community assistant will assist with getting hard to reach parents come to events

Book give-aways and other incentives to encourage parents to attend

Parent education classes

Parent Education on the benefits of reading nightly in PTA and ELAC meetings

Parent Compact and Parent Participation Policy distributed to all families and reviewed at ELAC and PTA meetings.

Family Reading Night/Book Fair Night

Parent Volunteer trainings to train parents in specific strategies to help students.

Informational meetings on Balanced literacy and social emotional health

Community Advocate will use targeted strategies for outreach to Longfellow families

Community Advocate and Community Assistant will identify resources in the community to assist families

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

for the 2021-22 school year all parent meetings continued to be virtual. We did not have good turn out for our virtual meetings. The goal and the strategies were written with the hope that we would be back in person. We were able to have a couple of ELAC meetings in person that were very successful. At those meetings we were able to do a parent training on math strategies that parents could practice with their children at home, strategies and resources for English Learners and English Learner data. We were not able to have Family Fridays or do trainings for parents in ELA strategies. We did invite some guest speakers to our virtual meetings to discuss social emotional health and other strategies for parents, however they were poorly attended. Teachers did reach out to parents and held virtual conferences, Open House and Back to School Nights. We did not schedule any parent education classes virtually due to the poor attendance of other virtual meetings. We did have a Community Advocate that was very helpful in calling parents and helping them with resources. Our Community Assistant was also instrumental in helping families with resources, translations, and information

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

We only spent a small amount of our budgeted parent involvement allocation on food since we had very few in person meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a Community School, we will work on implementing strategies and goals of the grant in order to get parent participation and involvement. Our community Advocate will have an office were parents can meet with him and identify needs of the school to help increase student achievement for all students.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 7

All classes in grades k-5 will teach science multiple times weekly using an integrated approach hitting NGSS standards and students averaging 75% passing on monthly tests and assignments.

## Identified Need

Only 16% of 5th grade students met or exceeded standard on the 2019 CAST assessment (Science SBAC). In addition, we did not have regular assessments for science to monitor student progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
observations/ Stemscope and Nearpod assessments/ CAST 2023	CAST 2019 16% of 5th grade students scored at or above standard	Increased content knowledge in science, 75% average on monthly assessments

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Teachers will use science resources to teach language arts.

Students will have key standards and enduring understandings that will be measured by performance tasks in science.

Teachers will have time each trimester to develop assessments/Projects during A Monday meetings.

Field trips aligned to the NGSS will be taken to help students gain a conceptual understanding (k-5)

Multimedia will be used to help students remember key concepts

Include academic language terms that are being used in monthly class newsletter

Teachers will have release time to plan for science using Stemscores and other materials

- Teachers will develop assessments (Freckle or Stemscores) to assess student progress
- Teachers will teach the Engineering and Design standards and have student projects as evidence
- Teachers will have a weekly time for Science that is shared with the administrator

In Stemscores teachers can Integrate articles, worksheets in Canvas

Teachers can use Youtube (Science related videos) to help conceptualize

Teachers can use Brain Pop to help teach concepts

Field Trips to locations that help to expand students learning

National Science Digital Library as a resource for teachers to help plan instruction

Teacher will design end of trimester projects in science for each grade level

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

Teachers used Stemscores and Scholastic news heavily in their virtual classrooms. With some of the Covid restrictions, hands on science did not happen as frequently.

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

We did not have release time for planning science nor did we allot time during our PD this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We need to regularly assess science each trimester. Teachers at each grade level will agree upon a end of trimester assessment/project by which to assess students.



# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

## Goal 10

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$129819
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129819
Other State/Local Funds provided to the school	\$89075

## Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
Title I	\$127534
Title I Part A: Parent Involvement	\$2285

Subtotal of additional federal funds included for this school: \$129,819

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$89075

Subtotal of state or local funds included for this school: \$89,075

Total of federal, state, and/or local funds available for this school: \$218,894

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	127534	127,534.00
LCFF - Supplemental and Concentration (S/C)	89075	89,075.00
Title I Part A: Parent Involvement	2285	2,285.00

## Expenditures by Funding Source

Funding Source

Amount



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Erica Ingber	Principal
Terra Mahadevan	Parent or Community Member
Will Page	Parent or Community Member
Pilar Oliva	Parent or Community Member
Ty Harmon	Parent or Community Member
Kelley Alvarado	Parent or Community Member
Gina Hernandez	Other School Staff
Patricia Ortiz-Rubalcava	Classroom Teacher
Robin Artin	Classroom Teacher
Steven Owen	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 25th, 2022.

Attested:



Principal, Erica Ingber on May 25, 2022

SSC Chairperson, Pilar Oliva on May 25, 2022

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# Pasadena Unified School District

## Student Wellness and Support Services

### Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Longfellow Elementary	Principal: E. Ingber
School Number: 626-396-5720	Counselor: <b>NONE</b>
Date Completed: May 18, 2022	Principal Signature: Erica Ingber

**Goal:** Increase the percentage of students attending at 96% or higher.

2021-22 Current ADA Percentage	2022-23 ADA Short Term Goal	2022-23 ADA Long Term Goal
87.12%	95%	96%

#### Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success



## Pasadena Unified School District Student Wellness and Support Services

<p><i>Students who have 3 unexcused absences will get a letter about their attendance. Once they get a 4<sup>th</sup> unexcused absence they will have to attend a SART meeting</i></p> <p><i>Students who continue to have unexcused absences will be referred for SARB</i></p>	<p>Students with 3 unexcused absences</p>	<p>As needed for the letters, Monthly for the SART meetings and SARB</p>	<p><i>Improved attendance for students.</i></p>
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<b>GOAL 2: TEACHING ATTENDANCE</b>			
<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
<p><i>Discuss attendance at the beginning of the Year at Back to School Night and the need to be in school everyday</i></p>	<p>All students</p>	<p>Back to School Night and Kinder orientation</p>	<p><b>Low percentage of unexcused absences for kinder students</b></p>

<b>GOAL 3: PREVENTION &amp; INTERVENTION</b>			
<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b>	<b>Measure of Success</b>





## Pasadena Unified School District Student Wellness and Support Services

		Daily/Weekly/Monthly/Yearly	
Students with improved and excellent attendance will be recognized at the Student of the Month Ceremonies. Classes with the highest attendance rates will get a free recess.	All students	Monthly	Improved attendance



# PASADENA UNIFIED SCHOOL DISTRICT

## Title I - Other Authorized Activities Reservations

*Our Children. Learning Today. Leading Tomorrow*

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

**School: Longfellow Elementary**

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	472	\$104,779.28