

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 10, 2023	June 29, 2023

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
Additional Targeted Support and Improvement
African American students, Homeless students, White students

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. Our Behavior Rtl team works to support students inside and outside of class to keep them regulated. Our Community Advocate and Assistance along with the admin team are implementing strategies to reduce chronic absenteeism.

Educational Partner 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

At the ELAC meeting on May 4, 2023 parents reviewed the goals for English Learners and gave input. At the SSC Meetings on April 26 and May 10 2023 we reviewed the goals and the plan to give input and approval. At a professional development on April 24, 2023, teacher gave input on strategies to support the goals.

Resource Inequities

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

Our library coordinator position has been open since January 2023

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.17%	0%	1	1	0
African American	11.0%	10.65%	11.44%	70	61	61
Asian	1.0%	0.70%	0.19%	6	4	1
Filipino	2.2%	1.22%	0.94%	14	7	5
Hispanic/Latino	78.1%	77.49%	77.11%	495	444	411
Pacific Islander	0.2%	0.17%	0.19%	1	1	1
White	5.2%	5.93%	7.13%	33	34	38
Multiple/No Response	1.6%	2.09%	1.5%	10	12	8
Total Enrollment				634	573	533

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	107	116	106
Grade 1	100	93	97
Grade 2	97	86	86
Grade 3	100	80	77
Grade 4	122	90	79
Grade 5	108	108	88
Total Enrollment	634	573	533

Conclusions based on this data:

1. There was less of a drop from last 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	159	159	132	25.10%	27.7%	24.8%
Fluent English Proficient (FEP)	122	90	86	19.20%	15.7%	16.1%
Reclassified Fluent English Proficient (RFEP)	9			5.7%		15%

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. We reclassified 21 students this year or 15%.
3. We had a slightly higher number of FEP students this year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	83		0	83		0	83		0.0	100.0	
Grade 4	123	90		0	90		0	90		0.0	100.0	
Grade 5	107	111		0	109		0	109		0.0	98.2	
All Grades	329	284		0	282		0	282		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.			25.30			22.89			30.12			21.69	
Grade 4		2473.			28.89			17.78			25.56			27.78	
Grade 5		2456.			8.26			25.69			24.77			41.28	
All Grades	N/A	N/A	N/A		19.86			22.34			26.60			31.21	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		16.87			67.47			15.66		
Grade 4		17.78			67.78			14.44		
Grade 5		11.93			65.14			22.94		
All Grades		15.25			66.67			18.09		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.48			56.63			22.89	
Grade 4		18.89			60.00			21.11	
Grade 5		7.34			52.29			40.37	
All Grades		14.89			56.03			29.08	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.25			77.11			9.64	
Grade 4		10.00			80.00			10.00	
Grade 5		11.93			73.39			14.68	
All Grades		11.70			76.60			11.70	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.89			57.83			19.28	
Grade 4		17.78			71.11			11.11	
Grade 5		11.93			62.39			25.69	
All Grades		17.02			63.83			19.15	

Conclusions based on this data:

1. From 2019 to 2022 our overall percent of students meeting or exceeding standard dropped by 5%
2. We did not have scores from 2021 or 2020. since that time we also had a increase in enrollment due to the school closures.
3. Most of our students fall in the near standard range.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	83		0	83		0	83		0.0	100.0	
Grade 4	123	90		0	90		0	90		0.0	100.0	
Grade 5	107	111		0	109		0	109		0.0	98.2	
All Grades	329	284		0	282		0	282		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.			20.48			30.12			28.92			20.48	
Grade 4		2469.			22.22			21.11			33.33			23.33	
Grade 5		2425.			4.59			8.26			23.85			63.30	
All Grades	N/A	N/A	N/A		14.89			18.79			28.37			37.94	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.30			55.42			19.28	
Grade 4		25.56			42.22			32.22	
Grade 5		6.42			28.44			65.14	
All Grades		18.09			40.78			41.13	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.48			55.42			24.10	
Grade 4		16.67			56.67			26.67	
Grade 5		4.59			45.87			49.54	
All Grades		13.12			52.13			34.75	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.07			71.08			10.84	
Grade 4		23.33			53.33			23.33	
Grade 5		3.67			41.28			55.05	
All Grades		14.18			53.90			31.91	

Conclusions based on this data:

1. From 2019 to 2022 the number of students scoring at proficient in math dropped by 6%.
2. We had an increase in enrollment in 2020 due to the school closures.
3. The majority of our students fall in the at or near standards range.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1447.6	1434.5		1469.5	1452.5		1396.1	1392.1		32	20	
1	1432.6	1443.6		1466.0	1457.1		1398.8	1429.6		33	27	
2	1500.8	1475.3		1505.3	1485.2		1495.8	1464.8		33	25	
3	1494.3	1501.8		1502.7	1498.3		1485.7	1504.9		23	19	
4	1507.4	1544.9		1520.7	1554.7		1493.6	1534.5		31	20	
5	1521.8	1537.8		1533.4	1551.3		1509.9	1523.9		24	24	
All Grades										176	135	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.58	20.00		38.71	45.00		35.48	25.00		3.23	10.00		31	20	
1	6.06	7.41		24.24	29.63		51.52	44.44		18.18	18.52		33	27	
2	27.27	4.00		48.48	48.00		12.12	36.00		12.12	12.00		33	25	
3	13.04	21.05		30.43	36.84		52.17	36.84		4.35	5.26		23	19	
4	19.35	45.00		25.81	40.00		51.61	15.00		3.23	0.00		31	20	
5	4.17	25.00		58.33	33.33		29.17	37.50		8.33	4.17		24	24	
All Grades	16.00	19.26		37.14	38.52		38.29	33.33		8.57	8.89		175	135	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.03	30.00		58.06	40.00		9.68	25.00		3.23	5.00		31	20	
1	24.24	22.22		51.52	18.52		15.15	48.15		9.09	11.11		33	27	
2	48.48	36.00		42.42	36.00		9.09	12.00		0.00	16.00		33	25	
3	30.43	26.32		52.17	52.63		17.39	15.79		0.00	5.26		23	19	
4	38.71	85.00		54.84	10.00		3.23	5.00		3.23	0.00		31	20	
5	45.83	41.67		41.67	54.17		12.50	0.00		0.00	4.17		24	24	
All Grades	36.00	39.26		50.29	34.81		10.86	18.52		2.86	7.41		175	135	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	5.00		22.58	10.00		58.06	65.00		12.90	20.00		31	20	
1	3.03	3.70		9.09	14.81		30.30	48.15		57.58	33.33		33	27	
2	21.21	0.00		42.42	40.00		18.18	44.00		18.18	16.00		33	25	
3	4.35	10.53		17.39	42.11		47.83	31.58		30.43	15.79		23	19	
4	3.23	5.00		16.13	60.00		35.48	25.00		45.16	10.00		31	20	
5	0.00	8.33		8.33	20.83		66.67	50.00		25.00	20.83		24	24	
All Grades	6.86	5.19		20.00	30.37		41.14	44.44		32.00	20.00		175	135	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.58	30.00		74.19	60.00		3.23	10.00		31	20	
1	30.30	33.33		60.61	62.96		9.09	3.70		33	27	
2	33.33	28.00		66.67	64.00		0.00	8.00		33	25	
3	21.74	47.37		60.87	47.37		17.39	5.26		23	19	
4	35.48	50.00		61.29	40.00		3.23	10.00		31	20	
5	12.50	12.50		66.67	66.67		20.83	20.83		24	24	
All Grades	26.86	32.59		65.14	57.78		8.00	9.63		175	135	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.71	30.00		58.06	60.00		3.23	10.00		31	20	
1	12.12	14.81		75.76	62.96		12.12	22.22		33	27	
2	51.52	36.00		48.48	52.00		0.00	12.00		33	25	
3	65.22	52.63		34.78	31.58		0.00	15.79		23	19	
4	58.06	90.00		41.94	10.00		0.00	0.00		31	20	
5	87.50	95.83		12.50	0.00		0.00	4.17		24	24	
All Grades	49.71	51.85		47.43	37.04		2.86	11.11		175	135	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	5.00		90.32	75.00		3.23	20.00		31	20	
1	9.38	11.11		37.50	40.74		53.13	48.15		32	27	
2	48.48	0.00		33.33	84.00		18.18	16.00		33	25	
3	8.70	5.26		60.87	57.89		30.43	36.84		23	19	
4	0.00	10.00		51.61	70.00		48.39	20.00		31	20	
5	4.17	12.50		70.83	29.17		25.00	58.33		24	24	
All Grades	13.79	7.41		56.32	58.52		29.89	34.07		174	135	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.13	15.00		58.06	60.00		25.81	25.00		31	20	
1	0.00	0.00		54.55	70.37		45.45	29.63		33	27	
2	27.27	4.00		51.52	72.00		21.21	24.00		33	25	
3	8.70	31.58		65.22	68.42		26.09	0.00		23	19	
4	9.68	45.00		54.84	55.00		35.48	0.00		31	20	
5	0.00	41.67		87.50	50.00		12.50	8.33		24	24	
All Grades	10.86	21.48		60.57	62.96		28.57	15.56		175	135	

Conclusions based on this data:

1. The total number of EL students dropped from 176 to 135 this last year.
2. 19% of those tested in 2022 scored at level 4
3. The reading and writing domains continue to be the most challenging for students and have the lowest number of students at level 4.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
573	88.1	27.7	0.2
Total Number of Students enrolled in Henry W. Longfellow Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	27.7
Foster Youth	1	0.2
Homeless	38	6.6
Socioeconomically Disadvantaged	505	88.1
Students with Disabilities	61	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	10.6
American Indian	1	0.2
Asian	4	0.7
Filipino	7	1.2
Hispanic	444	77.5
Two or More Races	12	2.1
Pacific Islander	1	0.2
White	34	5.9

Conclusions based on this data:

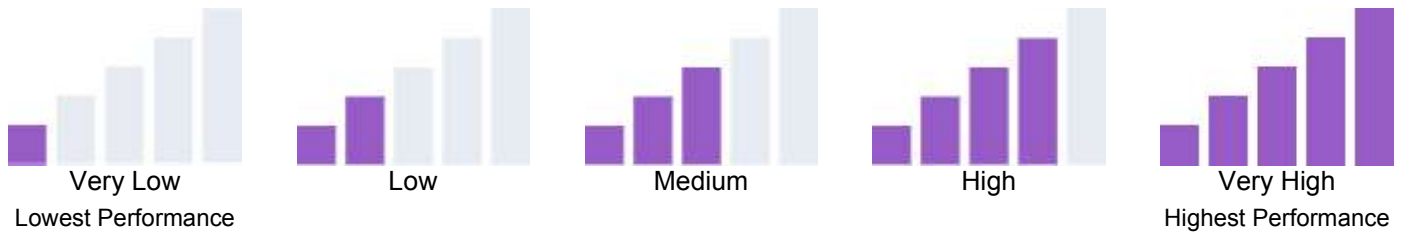
1. Our SED population continues to be significant as does or EL , Hispanic, and African American populations.
2. Our homeless population is almost 7%, which includes families in doubled up situations.
3. Our Sped. population was 10% however that included all students not just in the testing grades.

School and Student Performance Data

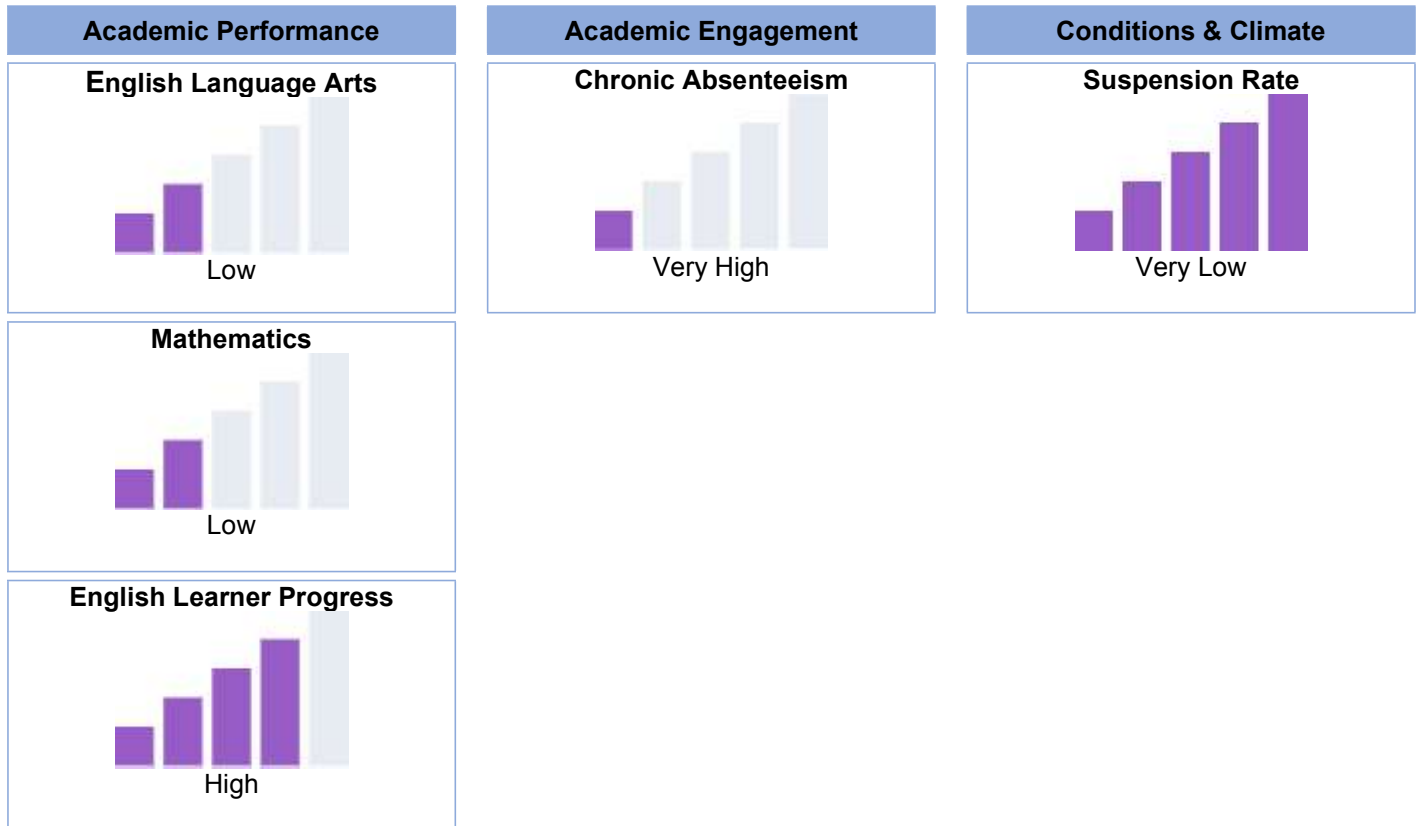
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. All of our subgroups have a high rate of chronic absenteeism. For the year 2022 55% of our students were recorded as chronically absent.
2. Our suspension rate was very low with only 2 suspensions.

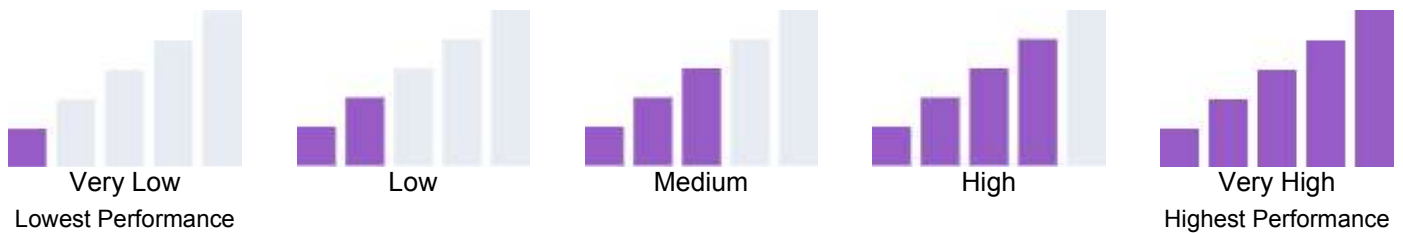
3. Our English Learners made great progress with 15% being reclassified and % at level 4.

School and Student Performance Data

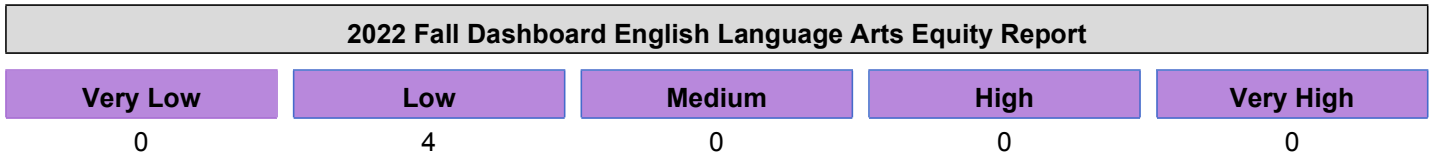
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

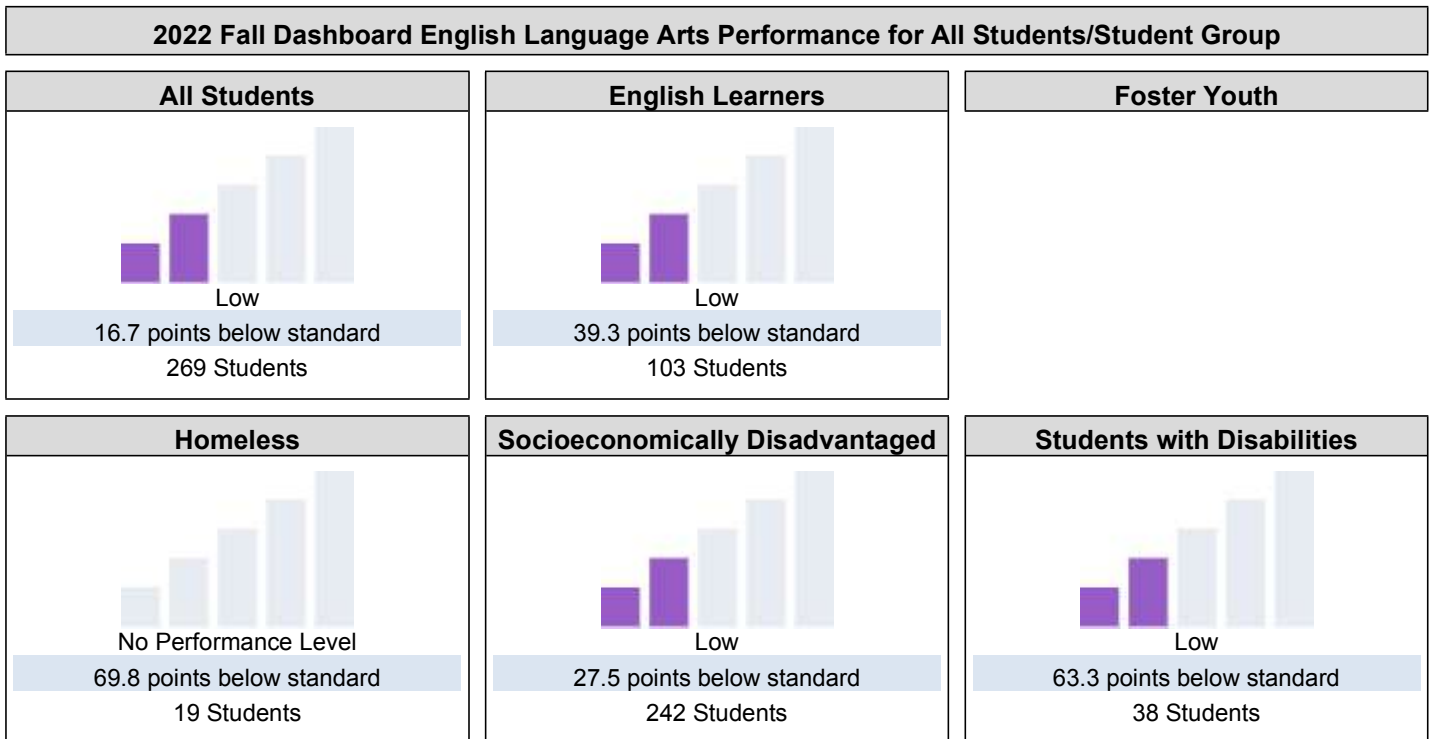
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



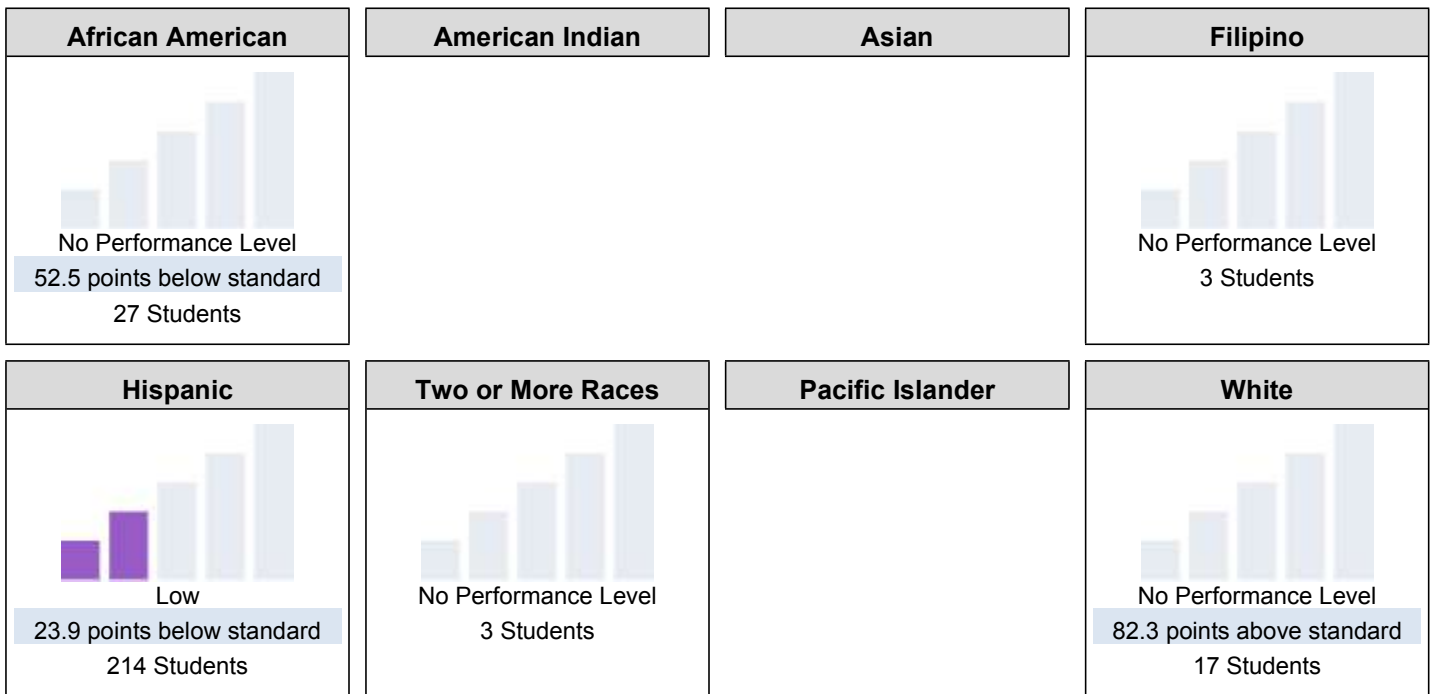
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.8 points below standard 62 Students	2.2 points below standard 41 Students	4.7 points below standard 134 Students

Conclusions based on this data:

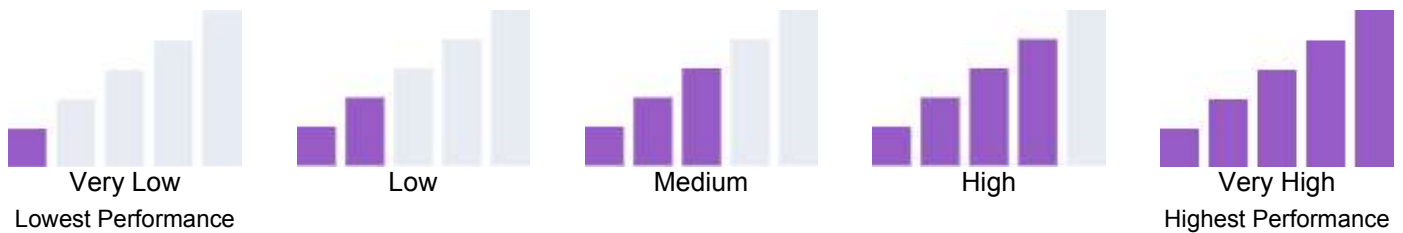
1. This was the first set of data after Covid. Students were at the low progress level in ELA, however overall they were only 2.2 points away from standard.
2. All subgroups made low progress
3. Though not a significant subgroup, homeless students were the farthest from standard met.

School and Student Performance Data

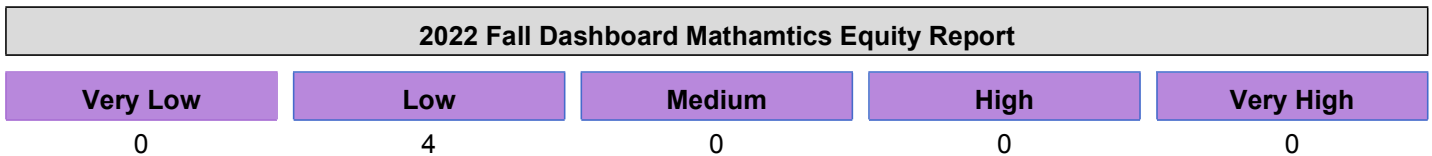
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

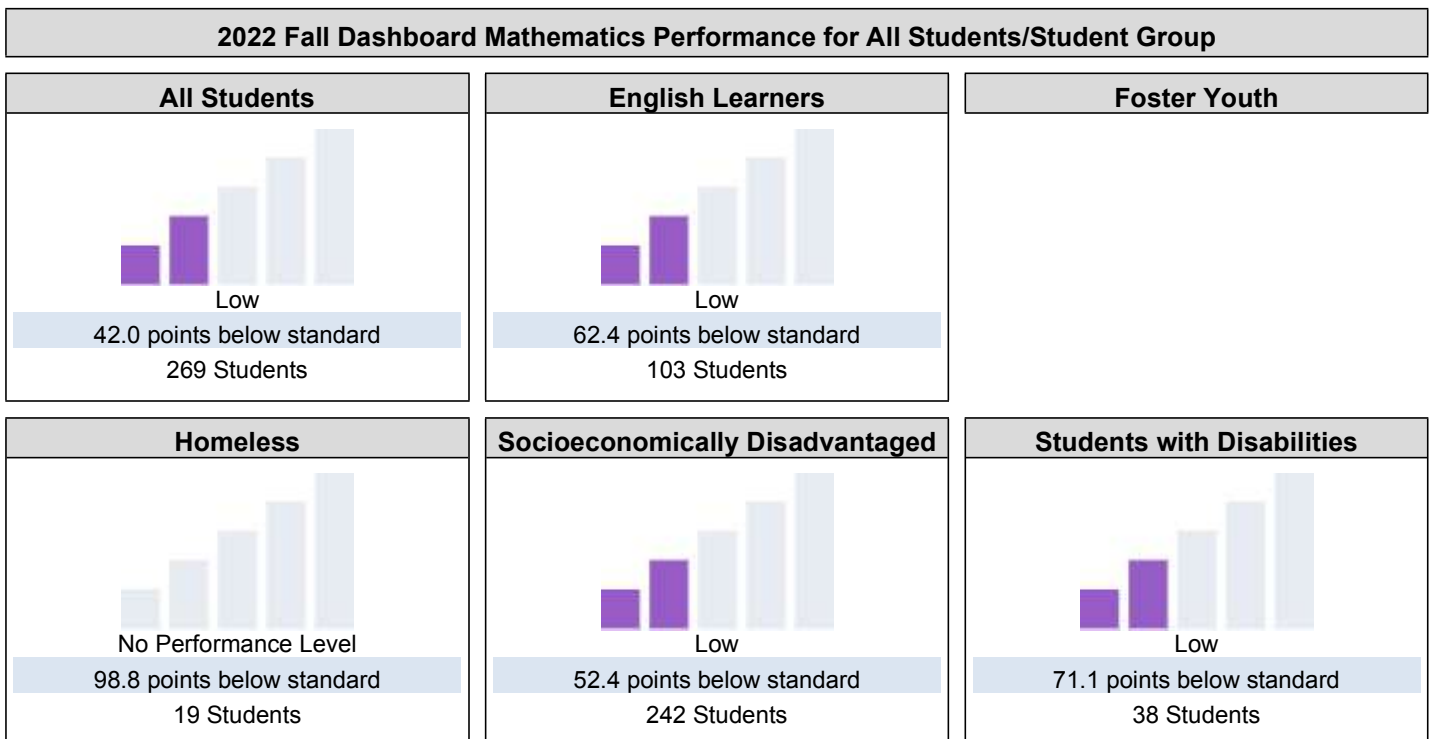
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



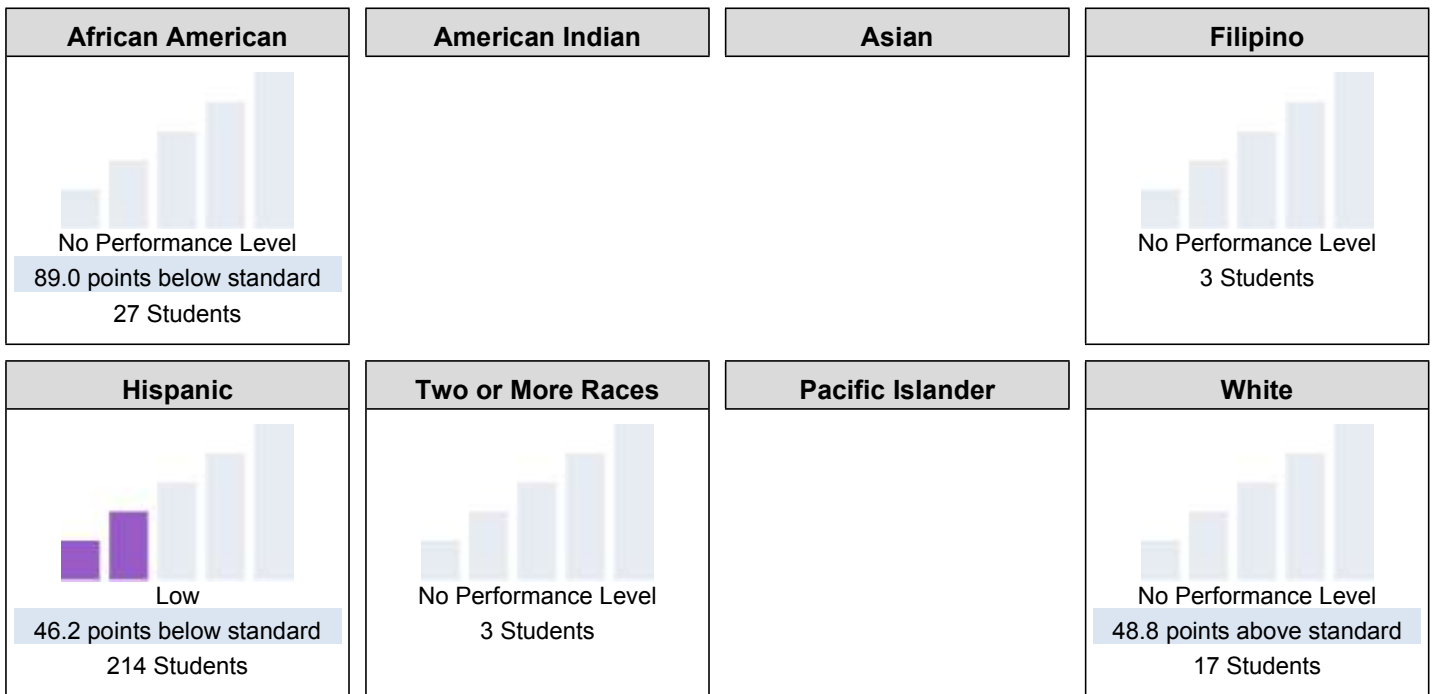
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.0 points below standard 62 Students	41.8 points below standard 41 Students	32.0 points below standard 134 Students

Conclusions based on this data:

1. All subgroups made low progress.
2. Though not a significant subgroup, homeless students were the furthest from standard.
3. Math achievement was actually lower than ELA.

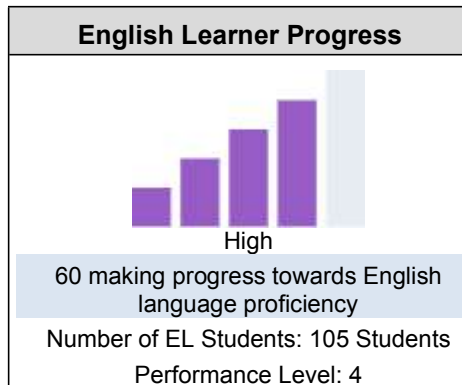
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
21.9%	18.1%	0.0%	60.0%

Conclusions based on this data:

1. 60% of our ELs made progress on the ELPAC
2. The domain that EL students continue to have difficulty with is in Reading.
3. We were able to reclassify 20 English Learners.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

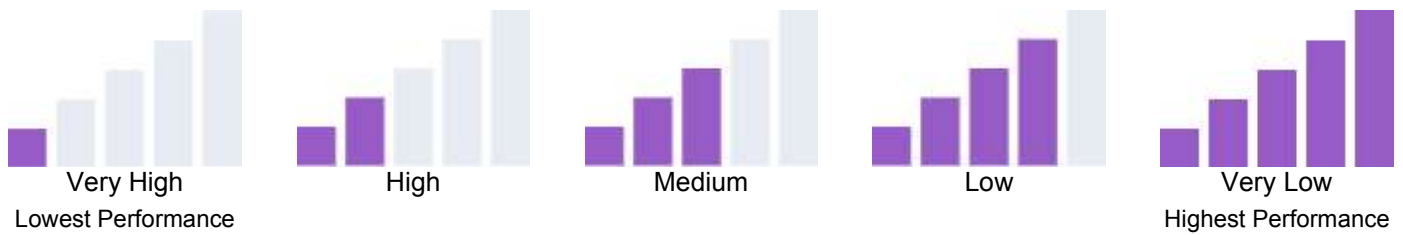
1. n/a
2. n/a
3. n/a

School and Student Performance Data

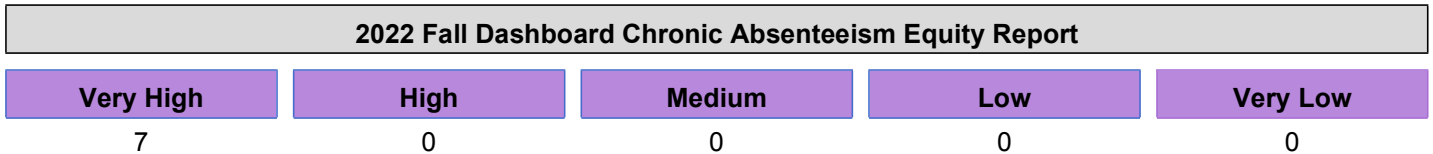
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

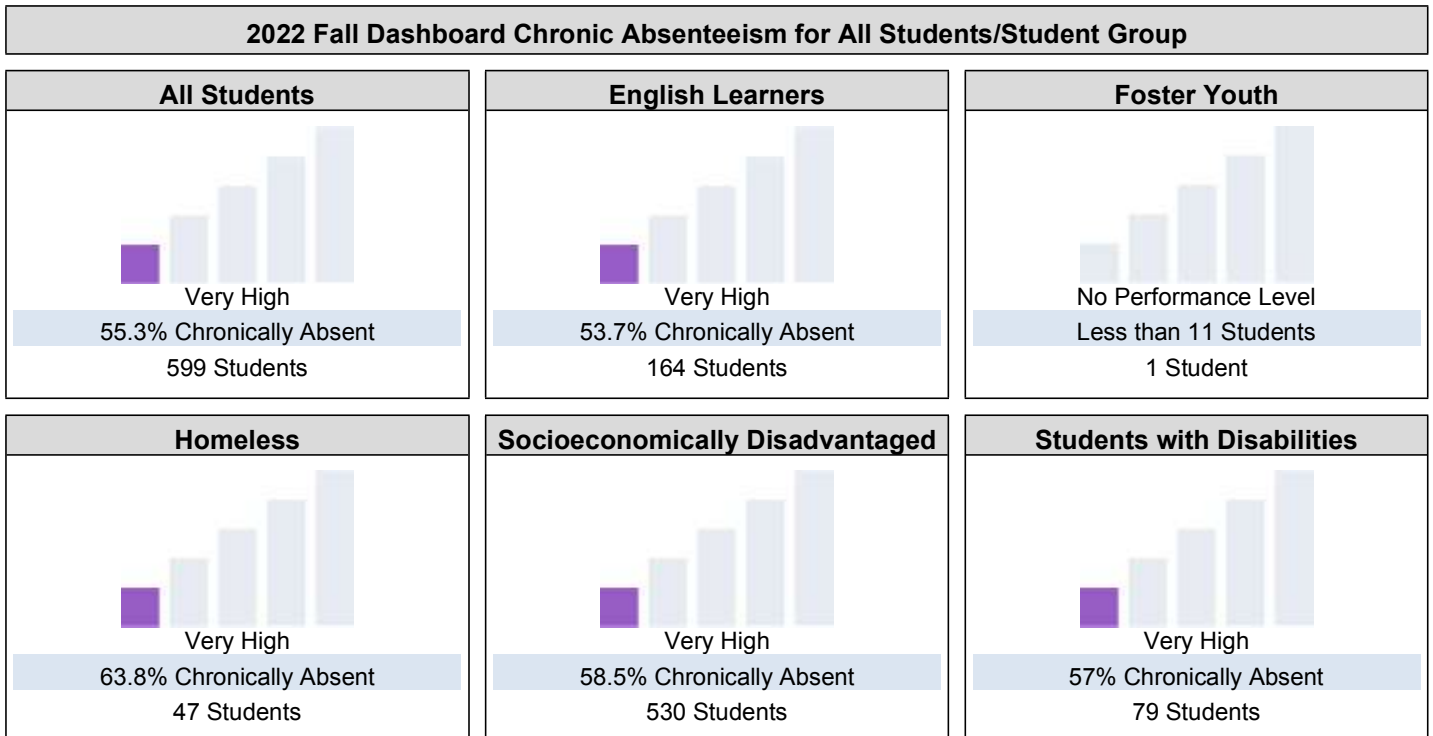
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



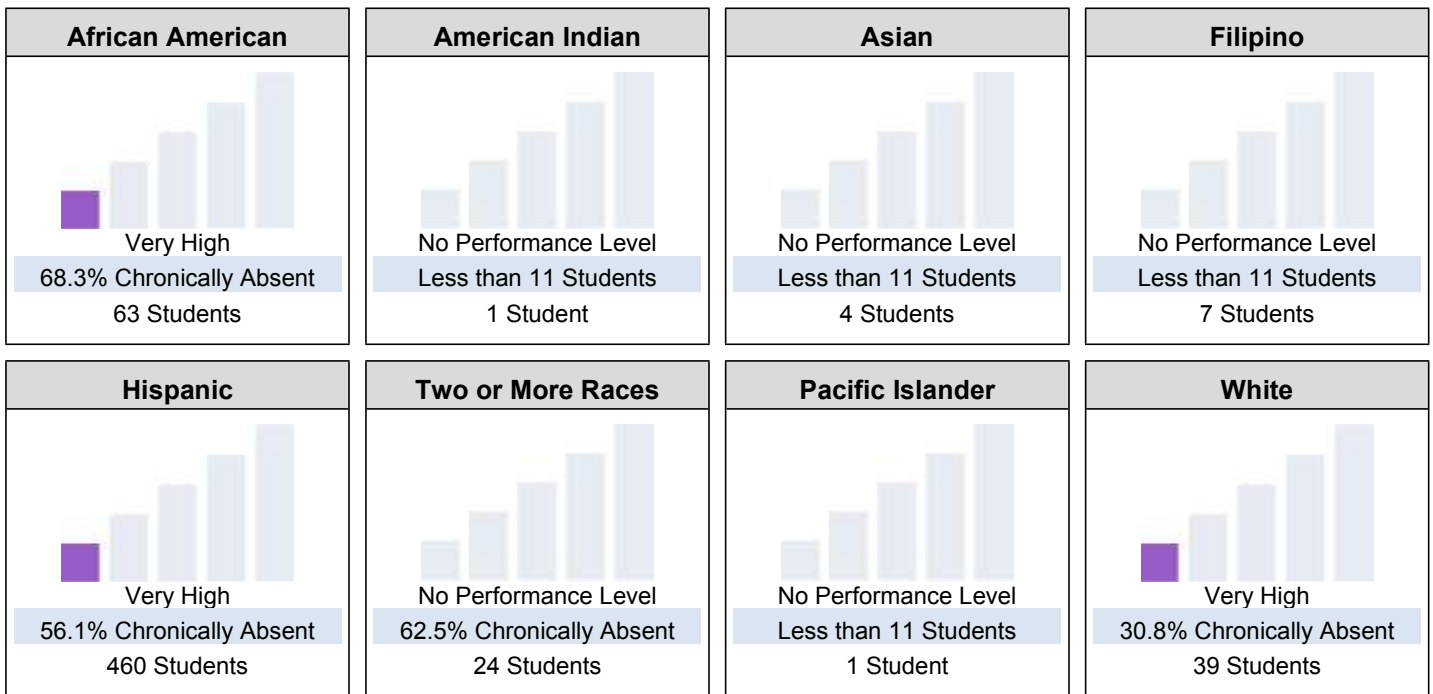
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All subgroups were at the very high level for chronic absenteeism.
2. African American students had the highest rate of Chronically absent students at 68%
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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

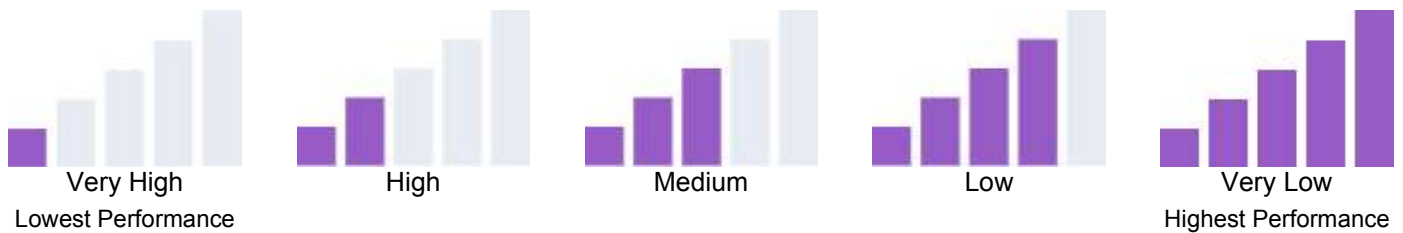
1. n/a
2. n/a
3. n/a

School and Student Performance Data

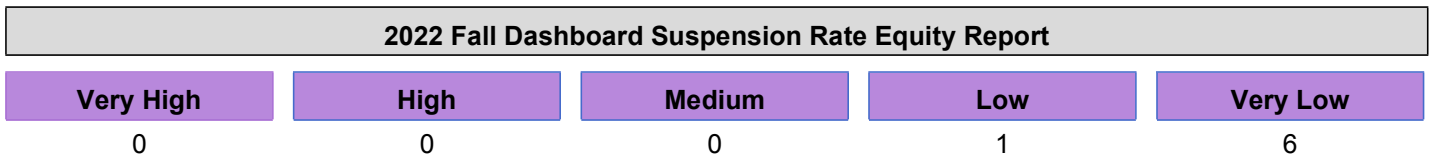
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

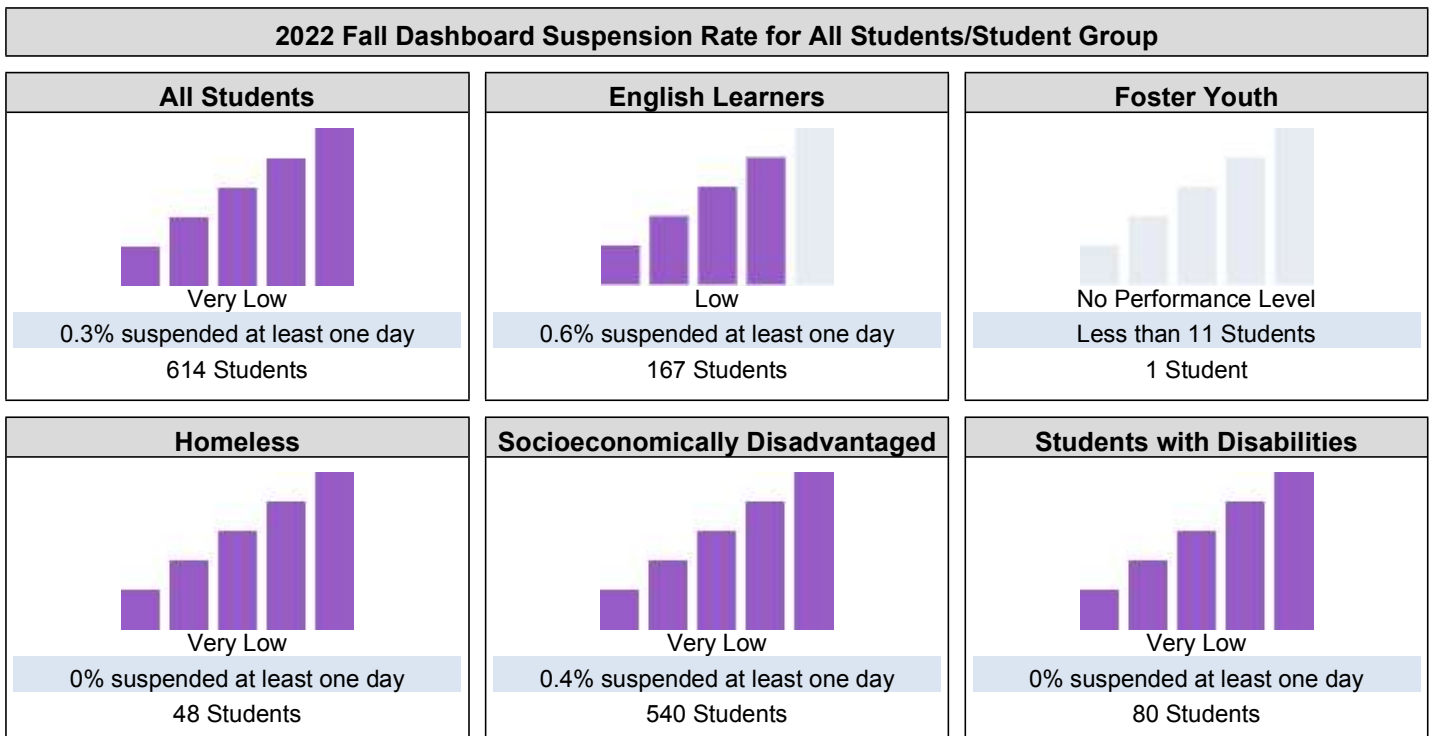
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



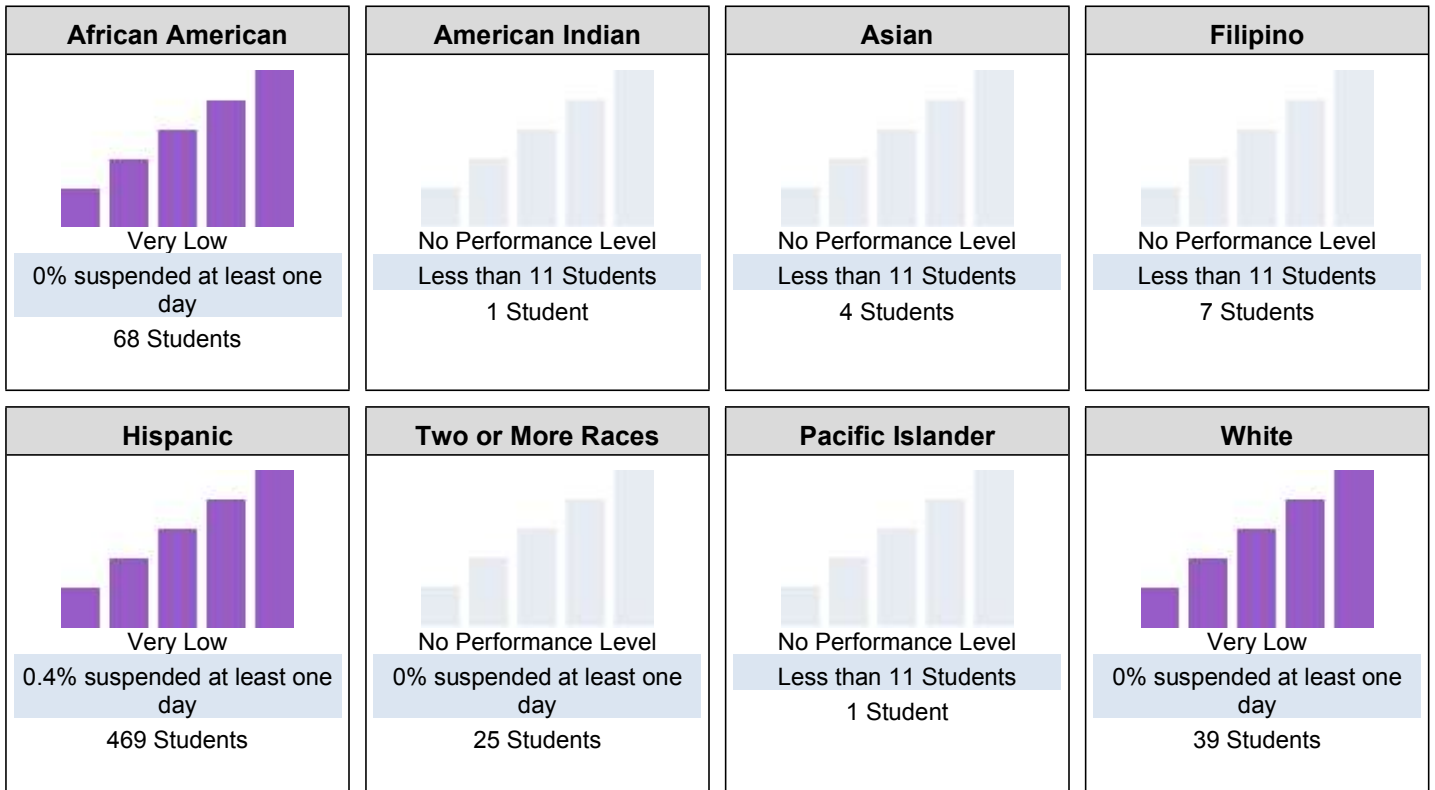
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We only had 3 suspensions last year
2. Our Tier 1 Behavior RTI strategies work well.
3. Building relationships with students helps to create a positive school culture.

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

38% of students in grades 1st-5th will be at grade level on the diagnostic 2 math district benchmark assessment in January 2024 and 43% will be at grade level by June of 2024.

Identified Need

Only 33% of students are scoring at the grade level band on the math Diagnostic 2 and 50% are in the Tier 2 category, 17% are at promise. Students are making significant growth from the first diagnostic to the second, displaying that when students are getting targeted instruction they can make progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Diagnostic 2 and 3	iReadyD1-2022- 13% at grade level iReadyD2-2023- 33% at grade level	38% at grade level on iReady D2 January 2024 / and 43% on iReady D3 June 2024

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 be provided substitute release time for the following: math data analysis, small group professional development, and data chats with students in order to improve math instruction for students, target needs, and review data and set goals with students in grades 3-5.

Brain Pop will be used to help reinforce concepts taught and provide alternate modes of exposure in order for students to understand concepts.

Resources for anchor charts, student engagement (white boards, expo markers, kahoot, etc), math manipulatives, headphones and other supplies will be purchased in order to support and engage students in their learning.

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)
7500	Title I Part A: Allocation
5,000	Title I Part A: Allocation
4900	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Students were close to meeting the goal of 35% of students being proficient on the Diagnostic 2 iReady Benchmark in January of 2023. 33% of students scored proficient on the D2 benchmark. We had a Professional Development on the Joy of teaching math that included strategies for hooking students, activating prior knowledge and ideas for small group rotations. Anchor charts on problem solving steps and procedures are posted in rooms that students access frequently. Sub release days provided opportunities for Data Analysis meetings to happen mid year for math and teachers were also able to do goal setting with students in grades 3-5. Teachers are supporting students with individual needs during independent work time and teachers are using BrainPop to reinforce concepts in math through multimedia.

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

Small groups to focus on intervention in math did not occur in the classroom, but focused on assisting students to successfully complete class assignments. Students averaged 30 minutes of weekly practice of iReady practice weekly rather than 45 minutes. More opportunities for students to practice solving using the Try-discuss-connect routines need to be implemented. Math data analysis only happened 1 time this school year rather than 2.

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.

Professional development in grade level teams, will be implemented to better support teachers understanding. Also time for teachers to plan units with grade levels that include the implementation of real world problems and math tasks will take place.

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 then students achievement will improve as measured by an increase on Diagnostic 2 iReady Reading to 50% at grade level by January 2024 and to 55% by Diagnostic 3 in June 2024

Identified Need

Currently 44% 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	44% reading at grade level on 2023 Diagnostic 2 iReady Reading Assessment	50% at grade level on 2024 Diagnostic 2-iReady Reading assessment and 55% on end of year iReady Reading Diagnostic 3 2024

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

- The Intervention teacher will provide pull out support to students who are reading below grade level in the primary grades. This will help support students foundational skills in reading and move them closer to becoming proficient in reading.
- The Instructional aide will support students in kindergarten to learn school routines, build stamina and reinforce foundational skills so they can master grade level standards
- Teacher release time will be provided for teachers to due the following: data analysis, professional learning on best strategies for reading, and progress monitoring so that

teachers can identify and target students specific needs and provide effective, research based strategies to help them achieve grade level proficiency

- Parent trainings on best practices to read with students at home and facilitate early literacy skills will be provided by the Instructional Coach/teachers/admin to help parents in supporting their students at home with literacy skills so students are getting additional practice of skills learned in school.
- The Library Coordinator will coordinate class visits for all students by monthly to facilitate the love of reading and access to books that they can borrow and read frequently to build grade level proficiency skills. In addition the Library Coordinator will facilitate the Raising the Reader program for TK and kinder students to facilitate a daily reading routine at home and help support students literacy skills and parent involvement.
- Take-home Decodable Books will be purchased for students in k-2 to practice phonics skills learned and build reading fluency.
- Materials and supplies like paper, pencils, crayons, markers, tape, etc. will be purchased to support classroom activities and learning.
- Class sets of books will be purchased to support teaching discrete, standards based reading skills in 4th and 5th grade with literature.
- Ready Reading resources for 3rd grade students to help support the comprehension skills and direct practice as measured by increase scores on the benchmark assessments and CAASPP.

Use NSGRA kits, PBST, and or Heggerty assessments to regularly progress monitor students below grade level to identify targeted instruction needed.

subscription to Starfall for students to practice their foundational skills in grades k-2.

sturdy headphones for student independent iReady time

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)
30459.00	LCFF Supplemental and Concentration (S/C)
13,000	LCFF Supplemental and Concentration (S/C)
155010.00	LCFF Supplemental and Concentration (S/C)
53923.00	Title I Part A: Allocation
7,500	Title I Part A: Allocation

2473	Title I Part A: Allocation
270	LCFF Supplemental and Concentration (S/C)
7,500	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall, 44% of the students in grades 1-5 were at grade level in reading based on the January 2023 iReady benchmark assessment almost meeting the goal of 45%. The intervention teacher worked with 3rd grade students to help close the gaps in their foundational skills throughout the year. An additional teacher paid out of ESSER funds worked with students in 1st and 2nd primarily in phonemic awareness and phonics to help them make progress toward grade level skills. The 6 hour instructional aide worked with the kinder students to help support school routines and reinforce the learning of letters, sounds, and sight words. Teachers administered running records by using the NSGRA kits (IRIs) as well as additional assessments like the PBST and Phonemic Awareness assessments to pin point students needs. The Primary Extension Heggerty Books assisted students in 3-5 grade who were missing phonemic awareness skills. Data Analysis meetings by grade level were effective in identifying areas that needed additional focus and different strategies as well as identifying strategies to support students. Data analysis meetings also provided opportunities for the admin/instructional coaches to provide professional development in the science of reading and importance of phonemic awareness and phonics instruction at all grade levels. Teachers used read alouds to teach skills and standards and small group instruction and intervention were implemented by all teachers. As a result of our Continuous Improvement Team, we also implemented an improvement test of having students work on one iReady lesson daily with teacher support when needed and we saw great growth in our students scores.

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 lesson studies, however we used the data analysis meetings to work with teacher on strategies and reading and language arts. In addition we provided teachers substitute coverage in order to progress monitor and identify specific areas to target with students to help them make progress. Phonemic Awareness lessons in k-2 were done with fidelity to the Heggerty program that the district purchased and teachers saw positive student outcomes in the data. Phonics lessons in k-2 were taught from different programs. A systematic phonics program was not purchased this year due to the district plans on purchasing on for the 23-24 school year. Several teachers participated in a pilot and gave feedback on the effective programs. We did however purchase decodable texts kits for k-2 which to help students practice skills learned independently and with teacher support. The library coordinator provided library visits for all students through December, but unfortunately left the position n January. We are still looking for a replacement. We were unable to get Raising a Reader program implemented due to not having a library coordinator.

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 are reducing the amount of strategies and focusing on resources and supports directly supported by Title I and LCAP expenditures. We will continue to provide teachers release days to support the data analysis and professional learning. We will also provide teachers substitute support for progress monitoring. We will hire a new library coordinator and reintroduce the Raising a Reader program to our kinder students. The Intervention teacher will be paid for out f LCAP and support students with identified needs.

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

45% of our African American students in grades 1-5 will be reading at grade level on the Diagnostic 2 assessment in January 2024
 26% of the ELs in grade k-5 will be reading at grade level on the Diagnostic 2 ELA assessment in January 2024 In addition, 24% 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 21% of EL students were reading at grade level and 19% scored a level 4 on the ELPAC and only 41% of African American students were reading at grade level. 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 and ELPAC	41% of AA students reading at grade level and 21% of ELs on the 2023 iReady reading 2nd diagnostic 19% of ELs are scoring at level 4 on the ELPAC	45% of AA students reading at grade level/ 26% ELs reading at grade level by the Diagnostic 2 benchmark assessment in January 2024 and 50% of AA students and 30% of ELs by the Diagnostic 3 in June 2024. On the 2023 ELPAC, 24% 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

Intervention teacher will work with AA students in the primary grades to establish foundational skills for reading like phonics and phonemic awareness as measured by improvement in Heggerty assessments and PBST. (cost already incurred)

Roving subs for Student Success team meetings so that teachers and admin can meet with parents of AA students who are below grade level and identify interventions to help them progress towards grade level standards as measured by district benchmarks. (cost already incurred)

Flocabulary subscription will help reinforce concepts learned in class and create visual memory of concepts as measured by growth on benchmark assessments.

Teacher release time to meet with AA students and have data chats and set goals 2 times yearly to encourage growth and have a clear understanding of purpose as measured by growth on district benchmarks.

Professional Development in unit planning to engage students in topics that are relevant to them and reflect their culture as measured by growth on district benchmarks.

Professional development on Kagan structures to increase student engagement and participation as measured by student growth.

Students in k-2 will use decodables to help build fluency and practice 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)
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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 to plan instruction and supports for English Learners to improve growth on benchmark assessments and ELPAC using data and resources like Elevation. (cost already incurred)

Intervention teacher will work with students in the primary grades who need extra support in developing foundational skills for reading.(cost already incurred)

We will hold SST meetings for EL students who are struggling to help support their needs in the classroom and identify interventions. (cost already incurred)

6 hour bilingual instructional aide to help support students in kindergarten with language and foundational literacy skills. (cost already incurred)

Students in k-2 will use decodables to help build fluency and practice foundational skills. (cost already incurred)

Professional Development on the English Learner Roadmap and Integrated ELD from CAFE professional to align teaching practices to English Learner needs to increase growth on benchmark assessments

Provide Professional development for teachers on the ELPAC so they know what students are tested on and what the language of the test looks like to help students to increase their scores.

Use NSGRA kits, PBST, and or Heggerty assessments to regularly progress monitor students below grade level to identify targeted instruction needed.

5 hour aide to support students in the classroom with independent work and practice skills for mastery.

Flocabulary subscription will help reinforce concepts learned in class and create visual memory of concepts as measured by growth on benchmark assessments. (cost already incurred)

Professional development on Kagan structures to increase student engagement and participation as measured by student growth.

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)

23,000

Other

Annual Review

SPSA Year Reviewed: 2022-23

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.

41% of African American students were at grade level in reading surpassing our goal. English Learners made progress towards the goal of 25% being at grade level by hitting 21%. The percent of English Learners scoring a level 4 on the ELPAC was 19%, almost meeting the goal of 20%. Strategies like Proactive Classroom management strategies and creating a safe and trusting environment helped students to take risks and make a lot of growth. Teachers activated students engagement and knowledge by starting lessons with Notice and Wondering as well as meeting with them to hold data chats after benchmarks and progress monitoring. We had 2 intervention teachers working with students in 1st-3rd grades that helped students make growth and teachers met for data analysis meetings 2 times during the year. Teachers also participated in professional development in anti-racism and the instructional coach and intervention teacher did a training for parents on strategies they can use at home to help their children. Teachers used Scholastic News and Storyworks to teach Comprehension and vocabulary and worked with small groups of students throughout the school day to help meet their needs. Each month, 6-10 Student Success Team meetings were held to help to identify student needs and interventions. The instructional aide in kindergarten provided great support to the students in building the foundational skills.

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

Attendance continued to be an area of difficulty for both African American and English Learner students. We had some SART meetings and always discussed attendance at SST meetings, but having a SART meeting for every student that had less than 96% daily average attendance became impossible. The library coordinator left in January and so library visits stopped. We did not have Family Fridays, as we were slow to have visitors back on campus. Cooperative structures are not seen implemented in every classroom.

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

This coming year we will add an additional 5 hour aide to help students in the classroom. We plan on having professional development on the English Learner Roadmap and Kagan Cooperative structures to help teachers with implementation. We will also focus on the cycle of progress monitoring and implementing targeted instruction 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 # 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 2024 and the number of Chronically absent students will go from 160 to 80

Identified Need

Our Year to Date attendance average is 92% and we have 160 students who are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance reports	92% Daily average attendance from Aug-April 2023. 160 Chronically absent students	<ul style="list-style-type: none"> 95% year to date daily average by April 2024 decrease in Chronically absent students from 160-80 by April 2024

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 ATSI groups of white, McKinney-Vento and African American

Strategy/Activity

Principal and teachers will inform parents about the importance of attendance at the Kinder orientation meeting, Back to School Night and Parent/Teacher conferences to ensure parents know that school is not optional.

Community Advocate and Assistant will reach out to families who have more than 3 absences the first month of school to identify any barriers to getting students to school.

Teachers will encourage attendance in the classroom by offering incentives when the whole class is present they earn a reward.

Students who are here everyday for the whole week get a ticket for a monthly raffle for a gift card.

Student attendance will be discussed at Student Success Team Meetings and barriers to daily attendance will be addressed.

Room Parents will invite families to sign up for a classroom phone tree to assist parents with transportations in emergencies.

The school nurse will work with families who report issues with chronic illness to accommodate students needs at school.

Classes with the highest daily attendance rate each month will earn a free recess.

Teachers will create a warm and engaging environment that facilitates students wanting to come to school.

The Wellness teacher will assist students who are suffering from school anxiety so they feel comfortable and safe at school by inviting them to the calm room and creating goals and check in /check out plans for students.

Teachers will participate in 2-day training for "Capturing Kids Hearts" training to implement transformational process focused on social emotional wellbeing, relationship-driven campus culture and student connections that will be paid for by the Magnet grant.

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)

1,500

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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 monthly and discussed with parents the importance of attendance as well as all the services they miss when they are not at school. The attendance clerk regularly called parents to verify absences and the Community Assistant and Advocate reached out to chronically absent families. Our daily average attendance did improve from 87% last year to 91% this year.

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 were not assigned a CWA intern this year, but referred students for counseling through other agencies. SSTs were not specifically done for Chronically absent students, but attendance was discussed at every meeting. We did not have any SARB meetings this year. Though attendance did improve this year, the number of chronically absent students increased. We had many students out for viruses other than Covid and many families continuing to keep students home with common colds.

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 review attendance data monthly and identify students who are at risk of being chronically truant to address needs. At every parent meeting at the beginning of the year an attendance information will be given to inform parents of the importance of school attendance.

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

Tier 2 behavior interventions will be implemented to meet students needing a higher level of support using best researched based practices. The RTI team will monitor the Tier 2 interventions for fidelity and success as measured by a reduction in behavior referrals.

Identified Need

Students whose early childhood development years were affected by the pandemic are experiencing an increase of workload demands and having to learn to manage the frustrations that are associated with being in a traditional school setting. Tier 2 students make up the majority of documented behaviors and office referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries discipline records and behavior referrals	59 Aeries discipline records and average of 36 behavior referrals per month.	By May of 2024, reduce Aeries discipline records and monthly office referrals by 25%.

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 and students needing Tier 2 supports

Strategy/Activity

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

Wellness teacher will review Tier 1 behavior supports with staff and teachers and provide classroom support when needed.

Recognize students who are making improvements and demonstrating rule following behaviors by giving them gold slips that can be used for weekly book raffle or monthly student store. Student store requires the purchase of items for student store.

Members of the Behavior RTI team will provide tier 2 supports to students who need them like Check in/Check out.

Kagan PD will be provided at the beginning of the year to help engage students in active involvement in the classroom and increase students stamina to stay in the classroom.

Behavior RTI team will 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 2 times a year.

Calm room and wellness teacher will provide a safe space for students to de-escalate.

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

Teachers will teach weekly Social emotional Learning lessons to facilitate the teaching of pro-social behaviors, develop empathy, and create community.

RTI team will continue to meet monthly to discuss student needs based on data.

- Have welcome events for new students and families
- Community Advocate will set up parent trainings throughout the year to support parents and student growth
- Staff will participate in training "Capturing Kids' Hearts" to create a culture of caring among students and staff.
- Calm classroom strategies book
- Balls and playground equipment to engage students' at recess
- flexible and sensory seating for classrooms

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)
27352	LCFF Supplemental and Concentration (S/C)
21,199	LCFF Supplemental and Concentration (S/C)
6268	Title I Part A: Allocation
2500	Title I Part A: Allocation
6500	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall we reduced the number of Aeries discipline incidents by 10% from August-May. We went from 65 Aeries Discipline incidents to 59. We were able to establish a calm room this year with a wellness teacher, funded by the district, that assisted in helping students regulate and providing a place for them to deescalate and eventually get back into the classroom. We established Behavior Rtl Team that met monthly and looked at data and discussed students needs. The behavior aide interacted with students on the playground and supported students in the classrooms. We recognized students who were demonstrating rule following behavior with gold slips and other classroom incentives and created a student store where students could spend their gold slips once a month. We had members of the Behavior RTI team providing check in/check out support to students and students were referred to counseling when they had multiple behavior incidents.

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

Meetings with noon aides only happened formally once this year instead of 3 times. Community building activities like lunchtime art, staff eating with students on a monthly basis and lunchtime themes did not occur. Music was played every Friday for students during lunch. We had some parent training on attendance and parenting, however the parents that needed it most did not attend. Calm classroom strategies books were not purchased for teachers, and mindful breathing, kagan strategies and brain breaks were not practiced with fidelity in all classrooms. Playground structure has not been purchased yet but money is still allotted.

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.

In this year 's goal we will focus on tier 2 interventions with students as measured by a reduction in office referrals. Staff will be having a training before school starts on creating a relationship centered campus with students and adults called Capturing Kids Hearts. In addition we will continue to support students with tier 2 needs with interventions and goal setting and bringing in parents to the intervention process.

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

A commitment to a shared vision and mission of student success drives educators, families, and community partners in supporting students as measured by improvement in student attendance to meet SPSA goal and 75% of parents attending at least 4 meetings/events a year 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 met 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 91%/ we do not have a baseline for attendance at parent meetings	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 schools team will create action plan to help support families in order to support student success.

We will have 4 Family Fridays throughout the year and invite parents into the classrooms to learn a strategy they can use at home with thier children and also feel comfortable being on campus. Teachers will be provided planning time to create activities for Family Fridays at A Monday Meeting

In the Community Schools Action plan we will identify 6 parent trainings that we can offer throughout the year to help support the needs of the parents.

We will have 4 Magnet themed community events throughout the year that families are invited to to promote student learning and community building.

Meetings and documents will be translated into Spanish in an effort to be inclusive and communicate to all families.

Refreshments will be provided at meetings to make families feel welcomed.

Staff photos will be posted online and in the school so families know staff members. Staff will also be introduced at Open House.

Parents will be invited to volunteer at school, and a training will be provided to help them feel comfortable and connected to the school.

The Magnet mission and vision as well as the community school standards will be posted and both staff and families will be trained on them so all stakeholders are aware of our purpose and goals.

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)

1,822

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23 school year, the school was slow to open back up for visitors and volunteers in person. We did have ELAC meetings in person, a nutrition class, and 1/2 of the PTA meetings in person. In addition we did a parent training focused on early literacy skills and how to help students at home. Spanish translation is provided at meetings and the Community Advocate and Community Assistant were able to get uniforms, shoes and other resources for families this year. Refreshments were provided at ELAC meetings the Parent Compact went home with all students at the beginning of the school year.

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 Family Fridays, nor did we have students perform at parent 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.

This year we will align both Community Schools resources and and goals in the Magnet grant with parent involvement. Specifically we will have Community Schools Meetings every other month, the Community Advocate will document the number of parents that attended events. In addition we will have at least 6 parent trainings and 4 community events also aligned with our magnet theme.

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 as measured by on average of 80% average score on the Spring Benchmark assessment.

Identified Need

Only 9% of 5th grade students met or exceeded standard on the 2022 CAST assessment (Science SBAC). Students in k-5 averaged 75% on the Spring Benchmark assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Benchmark/ CAST 2023	CAST 2022 9% of 5th grade students scored at or above standard, 75% average on the Spring Benchmark	Increased content knowledge in science, 80% average on the Spring Benchmark assessment

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 have a Stemscoptes training to insure all teachers know the components and how to implement the program.

Classes will identify a problem or pose a questions that gets solved through the scientific inquiry process.

Teachers will teach the engineering and Design standards and have student projects as evidence.

Teachers will have planning time to review the scope and sequence in science and backward map which lessons will be taught.

Teachers will use Kagan structures to facilitate cooperative group work in science.

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: 2022-23

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 Stemscopes and Scholastic news heavily in their virtual classrooms. Students in grades k-5 averaged 75% on the Spring Benchmark assessment. Teachers used Brain Pop and multimedia to help teach concepts. Students did projects and presentations.

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

Teachers did not get planning time for science. Teachers used Stemscopes to varying degrees. Some grade levels planned field trips focused on science, but they were not planned at every grade 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.

We will have professional development on Stemscopes and each grade level will work on a project that is solving a problem in the area of science.

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	\$96013
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	\$96013
Other State/Local Funds provided to the school	\$259163

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 Part A: Allocation	\$94191
Title I Part A: Parent Involvement	\$1822

Subtotal of additional federal funds included for this school: \$96,013

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)	\$259163

Subtotal of state or local funds included for this school: \$259,163

Total of federal, state, and/or local funds available for this school: \$355,176

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	94191	27.00
LCFF Supplemental and Concentration (S/C)	259163	473.00
Title I Part A: Parent Involvement	1822	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	258,690.00
Other	23,000.00
Title I Part A: Allocation	94,164.00
Title I Part A: Parent Involvement	1,822.00

School Site Council Membership

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

- 1 School Principal
- 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
Begonya De Salvo	Parent or Community Member
Pilar Oliva	Parent or Community Member
Giovani Oliva	Parent or Community Member
Erica Welsh-Westfall	Parent or Community Member
Gina Hernandez	Other School Staff
Patricia Ortiz-Rubalcava	Classroom Teacher
Joane Copeland-Muro	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 10th, 2023.

Attested:



Principal, Erica Ingber on May 10, 2023

SSC Chairperson, Pilar Oliva on May 10, 2023

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.

[Educational Partner 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.

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.

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.

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.

Educational Partner 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 Educational Partner 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.

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 (Educational Partner 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 (Educational Partner 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

	LCFF	Title I	ESSER (21-22)	totals
Allocation	259,163	96,013.00	27,331	
expenditures				
Library Coordinator	30,459.00			
Behavior Aide	27,352.00			
Instructional Aide bil. 6 hours		53,923.00		
Instructional Aide/ 5 hours			23,000	
Intervention Teacher	155,010.00			
Flocabulary	4500			
Sub release days		15,000.00	4,000	
itmes for student store		2,500		
balls and playground equipment		1500		
Edgwood Press		725		
noon aides/Breafast Aide	21199			
storage/cubbies for kinder	4,000			
Staples	10,000			
southwest		8,000		
Smart and Final		3,000		
Kagan training		6,268.00		
Brain Pop	4,900.00			
Starfall	270			
Supplemental reading 3rd grade		2473		
	257,690.00	93,389		

**Longfellow Elementary
School Site Council
Agenda
May 10, 2023
Special Meeting**

1.0 Welcome

Pilar Oliva

2.0 Review Minutes from April

Gina Hernandez

3.0 English Learner Updates

Gina Hernandez

4.0 SPSA Review and approval

Erica Ingber

4.1 Safe School Climate

4.2 Parent Involvement

4.3 Science

6.0 Adjournment

Next Meetings:

Regular Meeting May 24th at 4:00

**Longfellow Elementary
School Site Council
Agenda
May 10, 2023
Special Meeting**

1.0 Welcome

Pilar Oliva

2.0 Review Minutes from April

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4.0 SPSA Review and approval

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4.1 Safe School Climate

4.2 Parent Involvement

4.3 Science

6.0 Adjournment

Next Meetings:

Regular Meeting May 24th at 4:00

Longfellow Elementary School School Site Council Meeting

May 10, 2023

4:05 pm

Present: **Erica Ingber**-principal, **Pilar Oliva**-parent, **Gina Sorensen-Hernandez**-coach, **Steve Owen**-teacher, **Joane Muro**-teacher, **Patriica Ortiz-Rubalcava**-teacher.

1.0 Welcome and Introductions

Pilar Oliva called the meeting to order at 4:05 pm.

2.0 Review of the April minutes

The minutes were reviewed by the committee. Motion to approve the March minutes: Patricia Ortiz-Rubalcava motion to approve the minutes; motion seconded by Joane Muro. The motion passed unanimously.

3.0 English Learner Update

Ms. Ingber shared the EL goals with ELAC. Ms. Hernandez talked to parents about how to support their students at home during the summer and helpful hints on how to utilize the free community resources to enhance their child's summer experience. The committee closed the meeting with a potluck. Fifth grade parents were honored for their dedication to the school and their students.

4.0 SPSA Review (cont.) and Approval

Ms. Ingber reviewed the school plan. She explained all goals, identified measurable outcomes, strategies/activities to achieve the goals, and the expenditures necessary to achieve them.

4.1 Goal #5 Safe School Climate

- Tier 2 behavior interventions will be implemented for students that need it. It will be monitored to determine success.
- 2022-23 Annual Review / Analysis was explained
- Strategies and activities were discussed

4.2 Goal #6 Parent involvement

- Measurable outcome were explained
- Strategies and activities that will help Longfellow meet the parent involvement goal were discussed.

4.3 Goals #7 Science

- 9% of students met or exceeded standards in the 2022 CAASPP test. There is a need to increase science content knowledge.
- Measurable outcomes were explained
- Strategies and activities that will move us towards the goal were discussed.

Approval of the School plan: Patricia Ortiz-Rubalcava motion to approve the school plan. Steve Owen seconded the motion. The plan was unanimously approved by the School Site Council.

5.0 Adjournment

Pilar Oliva adjourned the meeting at 4:54.

Next meeting is May 24, 2023

Longfellow Elementary School School Site Council Meeting

**April 26, 2023
4:00 pm**

Present: **Erica Ingber**-principal, **Pilar Oliva**-parent, **Gina Sorensen-Hernandez**-coach, **Steve Owen**-teacher, **Joane Muro**-teacher, **Patriica Ortiz-Rubalcava**-teacher, **Erica Welsh-Westfall**-parent, **Terra Mahadevan**- parent (guest)

1.0 Welcome and Introductions

Pilar called the meeting to order at 4:06 pm.

2.0 Review of the March 22, 2023 minutes

The minutes were reviewed by the committee. Motion to approve the March minutes: Patricia Ortiz-Rubalcava motion to approve the minutes; motion seconded by Joane Muro. The motion passed unanimously.

3.0 English Learner Update

Mrs. Hernandez reported that all ELPAC tests have been completed. All students that reclassified on last year's ELPAC received their trophy and award during the March student of the month assembly.

We had 15 ELAC members in attendance (4 staff, 1 interpreter, 10 parents) at the March meeting, Ms. Ingber reported on the new magnet grant. She shared promotional materials and the main goals of the program, which are developing global citizenship, celebrating and learning about the cultures of our students, and Spanish language instruction. Ms. Ingber also presented on the Single Plan for Student Achievement (SPSA).

Ms. Hernandez shared data about the school language census which shows 98.5% of Longfellow EL students are native Spanish speakers, and 1.5% are Arabic speakers. She also shared study skills tips with parents.

4.0 SPSA Review

Ms. Ingber reviewed the school plan. She explained all goals, identified measurable outcomes, and strategies/activities and the expenditures necessary to achieve the goals.

4.1 Math Goal: 1st-5th 43% will be at grade level by June 2024

4.2 ELA Goal: 1st-5th grade 50% reading at grade level by January 2024 and 55% by June 2024.

4.3 Closing the Gap: 45% of African American students will be at grade level by January 2024 and 50% by June 2023. 26% of ELs will be reading at grade level in January 2023 and 30% by June 2023.

4.4 Attendance and Safe School Climate: Increase daily average attendance to 95% by April 2024 and decrease the number of chronically absent from 160 to 80.

4.5 Budget Summary

5.0 Adjournment

- Mrs. Ingber adjourned the meeting at 5:30 pm.

Next meeting is May 24, 2023 and a special meeting on May 10th to approve the SPSA.

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

Clear

[Empty signature box]

Clear

[Signature: Maria Lopez 5/15/2023]

Please sign the document

Clear

[Empty signature box]

Please sign the document

Clear

[Empty signature box]

Please sign the document

Clear

[Empty signature box]

Please sign the document

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[Empty signature box]

Please sign the document

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[Empty signature box]

Please sign the document

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[Empty signature box]

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee

Other:

[Empty text input field for other 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.

Attested:

Clear



Please sign the document

Clear



Principal, on

SSC Chairperson, on



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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,795,513.00:

- 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 3 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 2023-24 is as below:

School: Longfellow (Henry W.) 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	\$1,795,513.00	9,623	\$186.59	434	\$80,978.14