School Year: **2020-21**

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	April 22, 2020	April 29, 2021

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC on April 5th, 2020, SSC on April 22nd 2020, teachers on April 24th 2020

Resource Inequities

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

We need an EL/DLIP Instructional Coach for the doubling of our EL population and the addition of the Spanish DLIP. Approximately $100,000

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 397 students. Data for 2019 shows we have 77% of our students are socioeconomically disadvantaged, 31% of our students are English Learners (mostly Spanish speakers), 15% are African Americans, 2% are Filipino, 71% are Hispanic, 7% are white, 2.5% are multiracial, and 13.5% receive special education services.
Currently we have 16 classroom teachers, 1 Resource Specialist, 1 behavior aide, 1 library coordinator, 1 Instructional Coach, 1 health clerk, a shared nurse, a 6 hour Community Assistant and 3 full time custodians. We have a school library, parent work room, and art room.
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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.23%	0.25%	1	1	1
African American	16.80%	15.33%	15%	82	67	60
Asian	1.02%	0.92%	1.5%	5	4	6
Filipino	2.87%	2.29%	2.5%	14	10	10
Hispanic/Latino	67.42%	71.17%	71.5%	329	311	286
Pacific Islander	%	%	0%			0
White	8.81%	7.09%	6.5%	43	31	26
Multiple/No Response	0.82%	0.69%	2.25%	4	3	2
			Total Enrollment	488	437	400

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	103	88	69
Grade 1	77	65	56
Grade 2	78	75	61
Grade3	75	73	77
Grade 4	66	72	66
Grade 5	89	64	71
Total Enrollment	488	437	400

Conclusions based on this data:

1. Our enrollment is dropping significantly due to the housing prices in Pasadena.

2. Our largest population of students are out LatinX students, whose percentage has remained consistent ant over the last 3 years.

3. We are seeing a drop in enrollment from kinder to 1st grade

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	129	136	101	26.4%	31.1%	25.3%
Fluent English Proficient (FEP)	94	58	82	19.3%	13.3%	20.5%
Reclassified Fluent English Proficient (RFEP)	27	26	35	17.9%	0.0%	25.7%

Conclusions based on this data:

1. Our English Learner enrollment has fluctuated slightly the last couple of years

2. The number of students who have reclassified has fluctuated between 15% and 21%, which is still at are above benchmark for reclassifications

3. According to the California Dashboard, 65.9% of ELs at Longfellow are making progress which is considered very high

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	79	71	70	78	71	70	78	71	100	98.7	100
Grade 4	89	63	77	89	63	77	89	63	77	100	100	100
Grade 5	84	88	64	84	88	63	84	88	63	100	100	98.4
All Grades	243	230	212	243	229	211	243	229	211	100	99.6	99.5

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2464.	2440.	21.43	34.62	25.35	22.86	35.90	28.17	32.86	17.95	26.76	22.86	11.54	19.72
Grade 4	2452.	2474.	2470.	23.60	20.63	29.87	16.85	28.57	18.18	28.09	28.57	24.68	31.46	22.22	27.27
Grade 5	2493.	2501.	2492.	23.81	20.45	11.11	17.86	28.41	30.16	23.81	22.73	36.51	34.52	28.41	22.22
All Grades	N/A	N/A	N/A	23.05	25.33	22.75	18.93	31.00	25.12	27.98	22.71	28.91	30.04	20.96	23.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	34.62	23.94	51.43	48.72	57.75	34.29	16.67	18.31
Grade 4	19.10	14.29	23.38	43.82	55.56	53.25	37.08	30.16	23.38
Grade 5	22.62	20.45	14.29	44.05	51.14	65.08	33.33	28.41	20.63
All Grades	18.93	23.58	20.85	46.09	51.53	58.29	34.98	24.89	20.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	29.49	16.90	47.14	50.00	63.38	24.29	20.51	19.72
Grade 4	19.10	24.19	23.38	53.93	54.84	50.65	26.97	20.97	25.97
Grade 5	33.33	29.55	20.63	38.10	50.00	55.56	28.57	20.45	23.81
All Grades	26.75	28.07	20.38	46.50	51.32	56.40	26.75	20.61	23.22

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	20.00	28.21	25.35	67.14	65.38	66.20	12.86	6.41	8.45
Grade 4	12.36	12.70	25.97	55.06	74.60	57.14	32.58	12.70	16.88
Grade 5	17.86	15.91	14.29	58.33	62.50	68.25	23.81	21.59	17.46
All Grades	16.46	19.21	22.27	59.67	66.81	63.51	23.87	13.97	14.22

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	24.29	46.15	25.35	51.43	42.31	57.75	24.29	11.54	16.90
Grade 4	24.72	28.57	19.48	49.44	53.97	53.25	25.84	17.46	27.27
Grade 5	23.81	26.14	19.05	42.86	53.41	58.73	33.33	20.45	22.22
All Grades	24.28	33.62	21.33	47.74	49.78	56.40	27.98	16.59	22.27

Conclusions based on this data:

1. Third grade consistently outperforms 4th and 5th.

2. In 2019, the largest percentage was in the Near Standard Met band (29%)

3. Overall, Less that 50% of students meet ELA standards. We had a 3 year change of +6%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	79	71	70	78	71	70	78	71	100	98.7	100
Grade 4	89	63	77	89	63	77	89	63	77	100	100	100
Grade 5	84	88	64	84	88	63	84	88	63	100	100	98.4
All Grades	243	230	212	243	229	211	243	229	211	100	99.6	99.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2445.	2466.	2456.	17.14	32.05	28.17	31.43	33.33	30.99	35.71	20.51	25.35	15.71	14.10	15.49
Grade 4	2445.	2465.	2472.	12.36	11.11	20.78	12.36	15.87	18.18	42.70	60.32	40.26	32.58	12.70	20.78
Grade 5	2463.	2469.	2460.	10.71	7.95	11.11	9.52	10.23	7.94	22.62	37.50	26.98	57.14	44.32	53.97
All Grades	N/A	N/A	N/A	13.17	17.03	20.38	16.87	19.65	19.43	33.74	37.99	31.28	36.21	25.33	28.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.29	50.00	43.66	48.57	35.90	40.85	17.14	14.10	15.49
Grade 4	17.98	22.22	27.27	32.58	38.10	32.47	49.44	39.68	40.26
Grade 5	13.10	7.95	11.11	23.81	29.55	19.05	63.10	62.50	69.84
All Grades	20.99	26.20	27.96	34.16	34.06	31.28	44.86	39.74	40.76

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	33.33	25.35	55.71	41.03	57.75	24.29	25.64	16.90
Grade 4	15.73	12.70	24.68	40.45	50.79	48.05	43.82	36.51	27.27
Grade 5	11.90	10.23	14.29	36.90	46.59	34.92	51.19	43.18	50.79
All Grades	15.64	18.78	21.80	43.62	45.85	47.39	40.74	35.37	30.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.29	44.87	42.25	64.29	41.03	47.89	11.43	14.10	9.86
Grade 4	14.61	14.29	20.78	41.57	57.14	49.35	43.82	28.57	29.87
Grade 5	13.10	5.68	11.11	32.14	48.86	41.27	54.76	45.45	47.62
All Grades	16.87	21.40	25.12	44.86	48.47	46.45	38.27	30.13	28.44

Conclusions based on this data:

1. 4th grade increased the number of students meeting standard by 12% from 2018 to 2019

2. Longfellow has increased the number of students meeting standard by 10% from 2017 to 2019

3. Problem solving and Modeling/Data analysis continue to be the most challenging domain with only 22% above standard (an increase of 2%)

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1421.6	1430.8	1434.9	1436.6	1390.4	1417.0	32	25
Grade 1	1467.8	1466.6	1471.1	1462.9	1464.1	1469.7	25	14
Grade 2	1490.1	*	1503.0	*	1476.6	*	27	10
Grade 3	1500.1	1519.3	1499.3	1526.0	1500.4	1512.3	23	24
Grade 4	1522.2	1537.4	1531.1	1528.2	1512.7	1546.2	15	20
Grade 5	*	1570.4	*	1580.9	*	1559.2	*	14
All Grades							129	107

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	43.75	56.00	*	32.00	*	4.00	32	25
1	56.00	0.00	*	71.43	*	28.57		0.00	25	14
2	55.56	*	40.74	*	*	*		*	27	*
3	*	33.33	65.22	37.50	*	29.17		0.00	23	24
4	*	35.00	86.67	55.00	*	10.00		0.00	15	20
5	*	71.43	*	28.57	*	0.00		0.00	*	14
All Grades	31.01	27.10	51.16	52.34	17.05	19.63	*	0.93	129	107

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.63	4.00	37.50	72.00	*	20.00	*	4.00	32	25
1	64.00	7.14	*	64.29	*	28.57		0.00	25	14
2	81.48	*	*	*		*		*	27	*
3	*	58.33	60.87	20.83	*	16.67		4.17	23	24
4	*	55.00	*	35.00		10.00		0.00	15	20
5	*	85.71	*	14.29		0.00		0.00	*	14
All Grades	53.49	41.12	37.98	42.99	*	14.02	*	1.87	129	107

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	*	40.00	53.13	40.00	*	12.00	32	25
1	*	7.14	*	64.29	*	21.43		7.14	25	14
2	*	*	62.96	*	*	*	*	*	27	*
3		16.67	*	29.17	56.52	50.00	*	4.17	23	24
4		25.00	*	45.00	*	30.00	*	0.00	15	20
5	*	7.14	*	57.14	*	35.71	*	0.00	*	14
All Grades	13.18	13.08	31.01	47.66	44.19	34.58	11.63	4.67	129	107

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.88	24.00	*	72.00	*	4.00	32	25
1	76.00	28.57	*	71.43	*	0.00	25	14
2	66.67	*	*	*		*	27	*
3	*	37.50	78.26	54.17	*	8.33	23	24
4	*	40.00	*	60.00		0.00	15	20
5		14.29	*	85.71	*	0.00	*	14
All Grades	52.71	28.97	41.86	68.22	*	2.80	129	107

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	65.63	88.00	*	4.00	32	25
1	68.00	7.14	*	92.86	*	0.00	25	14
2	92.59	*	*	*		*	27	*
3	82.61	79.17	*	20.83		0.00	23	24
4	100.00	70.00		30.00		0.00	15	20
5	*	100.00		0.00		0.00	*	14
All Grades	71.32	52.34	25.58	46.73	*	0.93	129	107

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.00	65.63	84.00	*	12.00	32	25
1	*	35.71	64.00	50.00	*	14.29	25	14
2	*	*	51.85	*	*	*	27	*
3		12.50	69.57	54.17	*	33.33	23	24
4		10.00	93.33	80.00	*	10.00	15	20
5	*	21.43	*	78.57	*	0.00	*	14
All Grades	17.83	14.02	66.67	71.96	15.50	14.02	129	107

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	48.00	59.38	40.00	*	12.00	32	25
1	*	0.00	76.00	100.00		0.00	25	14
2	*	*	74.07	*	*	*	27	*
3	*	37.50	78.26	58.33	*	4.17	23	24
4	*	55.00	80.00	45.00	*	0.00	15	20
5	*	21.43	*	78.57		0.00	*	14
All Grades	19.38	39.25	72.87	57.01	*	3.74	129	107

Conclusions based on this data:

1. At every grade level reported the scale score increased.

2. 52.4% of all ELs at Longfellow are scoring at level 3

3. The Reading Domain continues to be the biggest challenge for our students with only 14.02% at the well developed level and almost 72% at only Somewhat Developed

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
437	**77.1**	**31.1**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	136	31.1
Foster Youth	4	0.9
Homeless	17	3.9
Socioeconomically Disadvantaged	337	77.1
Students with Disabilities	59	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	67	15.3
American Indian	1	0.2
Asian	4	0.9
Filipino	10	2.3
Hispanic	311	71.2
Two or More Races	10	2.3
White	31	7.1

Conclusions based on this data:

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

2. The African American population also remains significant.

3. Our Sped. population was 10% however that included all students not just in the testing grades.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. Our Chronic Absenteeism rate increased by ,6% to 11.8%. Incentives for students do not seem to be working. Resources needed to help the families of Chronically absent. All student groups where in the orange with the exception of ELs who where in the green.

2. The suspension rate increased by .5%. As per Aeries report , there were 3 suspensions and 5 In school Suspensions last year. Overall 1.1 % of students are suspended. The AA subgroup is higher at 5.3%. We need to address this inequity, however were are talking about a total of 3 students.

3. The steady increase towards standard in math (though only 1 point, however a 10% gain in 3 years),is due in part to the fidelity towards the Ready math program and implementing problem strategy routines. In ELA, we see a drop of 13.7 points with both ELs ans SED students in the orange. Targeted strategies could assist these subgroups in increasing scores.
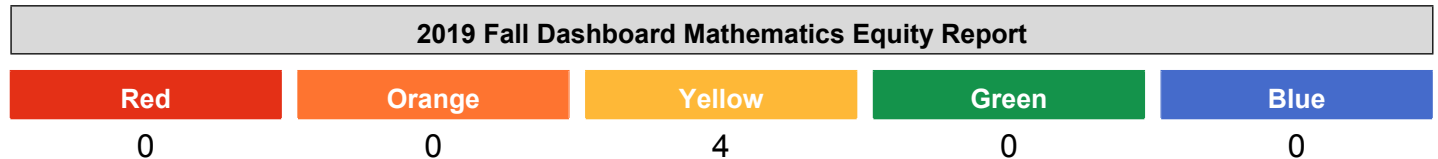
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
0.4 points above standard	12.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.7 points	Declined Significantly -26 points	
		2
205	84	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.9 points below standard	38 points below standard
	Declined -13.7 points	Maintained ++1.9 points
6		
	174	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
20.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.6 points			
34	1	2	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
1.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -17.3 points			
148	4		9

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
39.1 points below standard	47.8 points above standard	5.7 points above standard
Declined Significantly -23 points	Increased ++7.7 points	Declined -4.3 points
58	26	103

Conclusions based on this data:

1. AA increased performance towards standard by 11.6 points. There was a focus made due to lack of progress in previous year. Choice and collaborative structures have been beneficial to this subgroup.

2. English Learners loss gains made from the previous year and declined by 26 points. 21% of ELs were reclassified decreasing the amount of students who were proficient in ELA.

3. All students landed in the yellow with a 13/7 point decline landing them in the yellow. More time for students to practice targeted skills with teacher feedback needs to be given to students.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
16.6 points below standard	18.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1 points	Declined -3.2 points	
205	84	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.2 points below standard	45 points below standard
	Maintained -2.3 points	Increased ++4.5 points
6	174	33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
45.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.7 points	1	2	6
34			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
15.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.4 points	4		9
148			

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
38.6 points below standard	25.7 points above standard	20.2 points below standard
Declined Significantly -16.4 points	Increased Significantly ++35.3 points	Maintained -0.9 points
58	26	103

Conclusions based on this data:

1. After decline from previous year, AA students increased by 13.7 points . One explanation could be giving purpose and relevance when teaching math.

2. ELs declined significantly by 16.4 points in math however the reclassified students increased significantly by 35.3 points, illustrating the need to be able to read and write proficiently in English in order to meet standards in math.

3. Overall, students maintained scores in math. It is to be noted over 3 years, students have increased by 10% in math achievement.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
65.9 making progress towards English language proficiency
Number of EL Students: 82
Performance Level: Very High
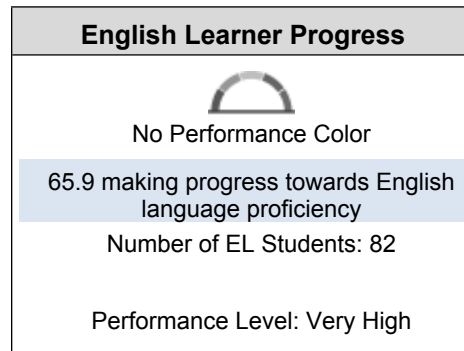
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	20	1	53

Conclusions based on this data:

1. ELs are making progress each year. We were able to reclassify 26 student in 2019.

2. The domain that EL students continue to have difficulty with is in Reading.

3. Students having difficulty with reading and vocabulary are not able to meet grade level standards.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. n/a

2. n/a

3. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	2	0
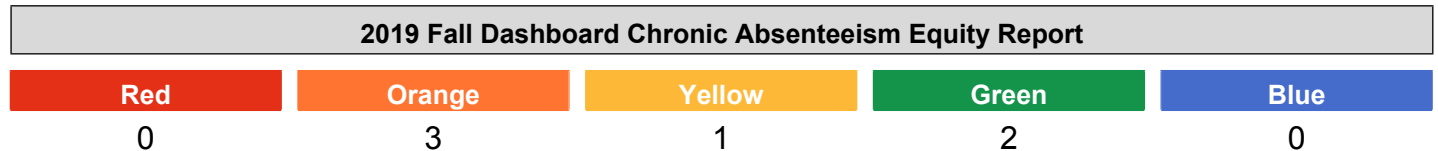
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
11.8	6.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Declined -2.4	
450	138	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
20	13	10.3
Declined -18.9	Increased +1.7	Declined -0.6
20	368	68

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
18.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1
Increased +2.8	1	4	Increased +9.1
72			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.4	30.8	Less than 11 Students - Data Not Displayed for Privacy	6.5
Maintained -0.3	Increased +17.4	0	Declined -2.4
318	13		31

Conclusions based on this data:

1. Students in the lower grades have many absences due to illness and lack of knowledge regarding the Education Code around School attendance. Annually we disseminate this information at every opportunity.

2. We saw an increase in our AA students who were chronically absent to 18 students. Many of these chronic students have many over 30 minute tardies. We addressed these matters in SART and SST meetings and saw that data improve this year current year.

3. If we can engage students and parents, we will see a decrease in the chronic absent students.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
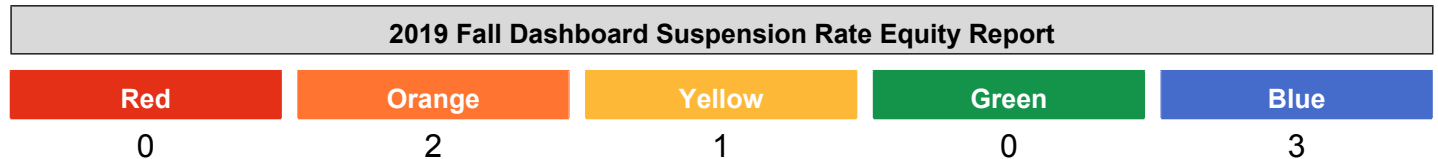
1. n/a

2. n/a

3. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
1.1	0	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Increased +0.5	Declined -0.7	5
458	138	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
0	1.3	2.9
Maintained 0	Increased +0.6	Maintained -0.2
22	375	69

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
5.3	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 4	0
Increased +3.1			Maintained 0
75			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Blue
0.3	0		0
Maintained 0	Maintained 0		Maintained 0
321	13		33

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	1.1

Conclusions based on this data:

1. We had a .5% increase last year in suspensions taking us into the orange range, however there were only 3 suspensions of 2 students total. There were 5 in school suspensions. The previous year we had 5 formal suspensions and 1 in school.

2. The small numbers are not giving a good indicator of actual school climate. Office referrals might be a better indicator.

3. There is a disproportionate number of African American students suspended compared to the other ethnic groups.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -16.6 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 18 or more (to reach Blue) to end at -13.6 or higher by the end of the 2020-2021 school year.

Identified Need

Only 31% of students are scoring at the grade level band on the Diagnostic 2 and 58% are in the Tier 2 category, 12% are at risk. Students are making progress from the First diagnostic, but the growth needs to be more significant. On the 2019 SBAC only 40% of students meet or exceeded standard and the average distance from meet was -16.6 points

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic 2/SBAC 2021	iReadyD1-19% at grade level iReadyD2-31% at grade level/ 40% at meet Standard/ -16.6 points from standard	40% at grade level on iReady D2/ increase of 3 points towards DFS to -13.6 or stretch goal of +1.4.

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)

All students in kindergarten through 5th grade

Strategy/Activity

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

- PD on what mini lessons look like in math with routines and time for practice and targeted feedback

- Teachers will focus on mathematical practices 6-8 to help students master SBAC Math Claim 1.

Mathematical Practices-

6) Attend to precision- students will show work and check answers

7) Look for and make use of structure (finding patterns in math, discussing during discourse)

8) Look for and express regularity in repeated reasoning (written and oral explanations)

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

A Monday PDs on to support collaboration, communication and cognitive engagement: teachers will work on engaging their students and facilitating classroom interactions where students are working through challenging problems and sharing the different ways to solve problems

The teacher will serve as the facilitator to assist students in making meaning of math and developing strategies for solving. The teacher will facilitate academic language that compliments students' strategies and problem solving while providing feedback on students attempts.

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

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

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

Math tasks will allow multiple pathways for entry and exploration and or exit, invite multiple forms of representation, and support the same learning goals for all students (teacher will showcase and validate multiple ways to solve problems)

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

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

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

Teacher will incorporate math facts warm up for the first trimester

Teachers will be mindful of skill regression from school closure. Daily math instruction will be a minimum of 75 minutes daily.

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)
6,110	Title I
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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 were able to take advantage of the assistance of the Ready Math rep who came and facilitated a PD for teachers. In addition she came several times for teachers to meet with optionally and meet with the instructional coach around navigating iREady and useful reports. Teachers in grades 2-5 where able to meet for 2 cycles of data analysis however due to the school closures we were not able to continue the last cycle. Students are making progress towards problem solving strategies however, it is still an area of need. PD was also cut short due to school closure.

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 unable to complete the last cycle of data analysis meetings due to the school closure.

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 be again looking at the diagnostic 2 as an indicator since we will not have scores for 2020. However we will also look at 2021 SBAC scores as a lagging indicator as well as the California Dashboard to measure progress towards meeting standard. WE will also be focusing on the delivery of the lesson and how we can improve opportunities for practice and feedback for our students in order to improve. The changes can be seen in both the metrics and outcomes as well as the strategies. Also, due to the school closures, we will have to spend some time reviewing concepts. Concepts in measurement and data analysis may need to be retaught as well as implementation of weekly practice of math facts and mathematical procedures.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

If we improve targeted and strategic reading instruction for all students through minilessons, strategy groups and reading conferences and give students opportunities for practice and teacher feedback then students achievement will improve as measured by an increase in the winter IRI to 50% at grade level and CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 0.4 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 18 or more (to reach Blue) to end at 3.4 or higher by the end of the 2020-2021 school year.

Identified Need

Currently only 41.5% of our students are reading at grade level on the Winter IRI. On the 2019 SBAC, 48% of our students meet or exceeded standard and the average scale score was only .4 above average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter/spring IRI 2021/ CAASPP 2021	41.5% reading at grade level at grade level on winter IRI/ +0.4 points from standard.	50% at grade level on winter IRI / increase of 3 points towards DFS on 20201 CAASPP

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student in grades k-5

Strategy/Activity

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

Teachers will have grade level data team meetings 3 times a year to identify trends in data and skills that need to be retaught or reinforced.

Professional Development will focus on strategic mini lessons to help teachers teach reading strategies to students in a whole group

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

Teachers will integrate the same strategy use for ELA when they are teaching informational text in Science and Social Studies.

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

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

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

Gold slip raffle for books weekly to create culture of reading

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

Reading Partners will help students who are reading below grade level

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

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

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

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

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

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

Teachers will read aloud to students daily for enjoyment

4 hour instructional aide in kinder to assist with developing routines

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

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)
96,000	Title I
28,426	Title I
10,000	Title I
3,500	Title I
16000	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

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 strategies listed in the 19-20 SPSA have been implemented for ELA. Due to the the COVID-19 School closure, not all Professional Development was facilitated. More study and refinement of mini-lessons, student conferences and teaching targeted skills is needed. We used the resources as we stated. More refinement and coaching needs to be done to improve the delivery and frequency of strategy groups and reading conferences. We will continue to work on refinement and as well as the fidelity of routines and procedures for all classrooms.

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

Due to the Covid-19 School Closure, we were not able to complete professional development or data analysis cycles.

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 need to work particularly hard at developing routines and procedures for good reading behaviors and developing stamina in reading. We will be working on refining our mini lessons and are teaching of skills and strategies. In addition we will be implementing the successful improvement tests from our Cal Ed Partners regarding reading conferences and strategies. Our small groups will be focused on targeted strategies rather than just guided reading. In addition, we will need to pay for Reading Partners, as the funding has changed. The strategies are listed above

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

50% of our African American students in grades k-5   will be reading at grade level by the winter administration of the IRI in January of 2021. CAASPP ELA Average Distance From Standard for African American will increase the baseline of -20.6 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 18 or more (to reach Blue) to end at -17.6 or higher by the end of the 2020-2021 school year.

40% of the ELs in grade k-5 will be reading at grade level on the winter administration of the IRI in January 2021 and CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -12.2 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 18 or more (to reach Green) to end at -9.2 or higher by the end of the 2020-2021 school year. In addition, 65% of ELs will move one level on the ELPAC as measured by the 2021 ELPAC.

Identified Need

On the winter/mid year administration of the IRI, in grades k-5 only 29% of EL students were reading at grade level and only 43% of African American students. EL students were 12.2 points below standard on the 2019 CAASPP and African American Students were 20.6 points below the standard on average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
winter IRI 2021/ CAASPP 2021/ ELPAC 2021	43% of AA students reading at grade level and 29% of ELs AA -20.6 DFS and ELs -12.2 points.	50% of AA students reading at grade level/ 40% ELs reading at grade level AAs and ELs will increase points on CAASPP to get to 3 points closer to standard at -17.6 and -9.2 respectively.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

African American students

Strategy/Activity

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

AA students who did are reading below grade level will have an SST/parent conference

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

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

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

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

Flocabulary subscription and Brain Pop to engage and reinforce concepts with multi media

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

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

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

- teachers will make sure students are reading books at their independent reading level

- teachers will teach students how to respond to a text stating a claim and using evidence-

- Create safe and trusting environments that respect students' culture

- validate students' knowledge on any topic

- When introducing a task: Modeling (checklist/rubric, anchor chart)), Making Connections using prior knowledge, Public share (exit ticket, posted work, shared in front of class), Give Purpose and relevance

- Teachers will have students take interest surveys to help make connections and get engagement

- Teachers will have Data Chats with students in grades 3-5 to go over goals after IRIs and other assessments

- Additional teacher in 4th and 5th to reduce class size and increase teacher time for small groups with students

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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

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

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

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

Reading Partners to assist EL students reading below grade level

- Parent outreach from the community assistant

- Parent training by the Instructional Coach on helpful strategies to use at home

- The use of Scholastic News to help teach informational text

- Starfall subscription for English Learners in k-2

Flocabulary to help understand concepts and new vocabulary

- Teachers will provide opportunities for students to build and apply vocabulary skills daily

- Instructional Coach will meet with Newcomers 2x a week for 45 minutes to do ELD

- Community Assistant will translate all documents and parent meetings

- Teachers will make sure they have students ELPAC scores when they are doing guided reading groups to keep individual needs in mind.

- Intervention 2x a week to work with EL students on vocabulary and comprehension strategies during the school day

- Data chats with ELs in 3-5th grade to go over assessment results and goals

- Use successful improvement Test Strategies with ELs from Cal Ed Partners: Reciprocal Reading, Frayer Model, Think-Pair-Share

- bilingual aide for kinder to assist with routines and procedures as well as language.

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)
44,222	LCFF - Base

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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 referred students to Reading Partners and many students improved their reading proficiency. Strong relationships were formed between many teachers and their students and math and reading routines were put in place.Anchor charts, visuals and sentence stems were used,

teachers used Flocabulary and Brain pop to varying degrees. Small group instruction in reading happened with fidelity in all classrooms. All classrooms had a read to self time and SSTs were done monthly for at risk students. The intervention program started for ELs, but was cut short due to the school closures. Family Fridays and parent education also was carried out with fidelity. Students read daily in class, however their attention was not always sustained due to the book not always being at their instructional level. AA students made growth in both ELA and math.

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

Due to the school closure, we did have the full 10 weeks of intervention. In addition, more attention needs to be paid to students in 4th and 5th grade with regard to read to self time and books students are choosing.

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 going to have an additional teacher at the 4th/5th grade level in order to reduce class size in the upper grades. This will allow teachers to spend more time i small groups with their students not meeting standard. In addition we will work on refining the mini-lesson and allowing time for students to practice new skills with teacher feedback. We will also be picking up the cost of $10,000 out of our site budget for Reading Partners.

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 96.5% as measured by monthly year to date attendance reports in April 2021. In addition, Chronic Absenteeism for All Students will decrease the baseline of 11.8 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -3.5 or more (to reach Green) to end at 11.3 or lower by the end of the 2020-2021 school year.

Identified Need

As of the 6th month attendance report for the 2019-2012 school year, we are only averaging 96.29% daily average attendance. This is a decline from the average of 96.33% in 2018-2019. In addition, the attendance in months 7-10 are traditionally lower. As of March 2020, 12.78% of students were chronically absent based on district attendance report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance reports/ CA Dashboard	96.29% daily average attendance as of month 6 • 12.78% students Chronically absent based on CWAS report March 2020 • 11.8% Chronically absent based on CA dashboard 2019	• 96.5 as of month 6 and 96%avg. for year/ • decrease in Chronically absent students by 1%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Chronically truant students and all students

Strategy/Activity

- free recess for classes that have the highest attendance at each grade level
- SART and SARB meetings for students that are chronically truant
- SST meetings for Chronically absent students at least 3x a month

- Nurse will communicate and assist parents who report medical conditions are keeping students out of school
- Students who are chronically absent will be given attractive classroom jobs to encourage attendance
- Students with perfect attendance for the month will be given a homework pass
- Mondays (worst attendance day) will be called Marvelous Mondays and include a fun activity for all students
- Attendance clerk will call parents to verify absences
- At the beginning of the year, the TK and kinder students will send home information regarding attendance and will present about attendance at Back to School Night
- Community Assistant will assist in meeting the needs of Chronically absent families

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

Incentives for individual students don't seem to make a difference on the Chronically absent student. Teacher classroom incentives are impactful and meeting with individual families are impactful. Students who are chronically absent actually increased and overall daily average attendance as of month 6 actually decreased by .04% from last year to 96.29%. CWAS community partner was helpful in reaching out to some parents as well as face to face SSTs with the school and parents who attended.

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

We used all budgeted items as previously stated.

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

For 2020-21 we will have the Community Assistant assist with providing resources to families who are chronically absent. We will also aim to have 3 individual meetings (SSTs) with parents a month to help improve the number of chronically absent 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 5

We will implement a Trauma Informed Care approach to teaching and dealing with challenging behaviors in order to see a decrease in office behavior referrals from 48 to 20 as measured by Aeries discipline report in April 2021.
In addition, Suspension Rate for All Students will decrease the baseline of 1.1 (Orange) from 2019 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -1 or more (to reach Green) to end at 0.8 or lower by the end of the 2020-2021 school years reported by the California Dashboard

Identified Need

In the 2019-20 school year we had 48 recorded office visit incidents, of which 7 were suspensions and 39 were documented as a discipline notes. 5 of the suspensions and 29 of the discipline incidents belong to 1 student. We want to make sure we are implementing Tier 2 interventions to reduce incidents and keep students in the classroom. This is an increase from the year before due to the change in procedure in documentation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries discipline records/ CA dashboard for suspentions	48 office visits, 7 suspensions, • 2019 1.1% suspended	20 office visits by March 2021 • 2021 decrease in suspensions by .5%

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

Review of Tier I Behavior RtI strategies with teachers

Recognize students who are making improvements and demonstrating rule following behaviors

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

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

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

Incentive system in cafeteria for rule following behavior (caught be good slips)

continue to teach PE with fidelity

new teachers and staff have an understanding of trauma informed care

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

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

Weekly SEL lessons the first 3 months of school

Refer students for counseling who have more than 2 behavior incidents

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

- Form a Trauma Informed Care Team that meets 5 times a year (every other month) to discuss students of concern

- Create a Calm space where students can calm down

- Begin the school year with a TIC PD

- Have welcome events for new students and families (if possible due to Corona virus)

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)
200	LCFF-LCAP
27,907	Title I
156	Title I
5,658	Title I
14,000	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

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 were given multiple TIC PDs as well as Social Emotional Learning PDs. They have gained a solid understanding of TIC. In addition students efforts for recognizing effort and progress was noted throughout the year in Star of the Week and SOTM recognition. All teachers implemented a Tier 1 approach to Positive Behavior Management in their classrooms. We did not set up a calm room nor did we form a Trauma Informed Care Team with teachers and staff. The trauma Informed Care Team ended up being the admin, coach and Behavior assistant.

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

Money that was allocated was spent on the intended resources.

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

We need to set up bimonthly meetings for Behavior Rti. Additional teachers/staff on the team will help implement change for students so that the burden does not fall on 3 people. In addition, a more comprehensive training needs to be done with noon aides and behavior aide In order to promote Positive Behavior Management Strategies on the playground.
In the 2019-20 year we also had a student that accounted for the majority of the discipline incidents that needed a more restrictive environment.
For the 20-21 school year, we need to take into account the effect the school closures may have had on students as well as making students from the consolidated schools feel welcome.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

For the 2020-2021 School year, create an inclusive school community for students and families from the consolidated school while still meeting the needs of the continuing families as measured by participation at parent meetings and school events and an end of the year survey with 75% satisfaction.

Identified Need

Longfellow will be absorbing much of the student and staff population of Jefferson Elementary school due to the school consolidation. Many parents have anxiety about the change. In addition students have been out of school for 3 months due to the school closures. We need to make sure staff is available and welcoming to new parents . If parents are happy and feel supported students will thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
sign in sheets/ survey	unknown due to school closure	70% participation at meeting and 75% satisfaction on survey

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

Provide refreshments at meetings

Provide translation in classes with high population of Spanish speakers

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

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

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

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

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

Students will make invitations for parents to come to events

Students will perform at events

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

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

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

Parent education classes

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

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

Family Reading Night/Book Fair Night

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

Informational meetings on Balanced literacy and social emotional health

Google forms to keep track of attendance at meetings

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)
1,200	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2019-20

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 had 4 Family Fridays through the year where we taught parents useful strategies they could practice at home, we had parent education in every ELAC meeting. We had volunteer trainings, Raising a Reader Traininngs and several attendance information meetings. We provided translation at all of our meetings as well as refreshments. We had parent trainings at ELAC and PTA on social emotional health. We still find if we can involve the students somehow in the training or presentation, that the trainings are better attended. We were not able to coordinate student performances with major events this past 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.

Our Family Reading night was actually 2 separate evenings when we had the Book Fair open and we provided literacy activities for the students. We did not keep good records of the sign in sheets and the school closure affected our ability to collect the data

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 attempt to have students perform as a hook to get parents to attend. Students could perform a poem at Back to School Night or act out a play. Band or Orchestra students could perform before Back to School Night, We will also continue with our parent education, especially in the area of reading to your children and attendance. For the coming year, the teachers will have a Google Sheet of their class with Open House, Back To School Night , Parent Conference and other for them to mark if parents have attended. We can then check to see if it correlates to students academic achievement.I would like us to be able to create a way for parents to check into meetings with their phone by scanning a bar code, or for teachers to take attendance of who was there on a Google Form.

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 at least once a week as measured by observations, and average of 75% passing on monthly tests and quizzes. 5th grade CAST 2021 Science Sores will increase by 9% to 25% meet or exceeded standard.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
observations/ Stemscope and Nearpod assessments/ CAST 2021	CAST 2019 16% at or above standard	increased content knowledge in science, 75% average on monthly assessments, increase 5th grade CAST 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

Strategy/Activity

Teachers will use science resources to teach language arts.

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

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

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

Multimedia will be used to help students remember key concepts

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

teachers will have access to SKIES learning for teaching science

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

- Teachers will develop assessments (Freckle or Stemscopes) to assess student progress

- Teachers will teach the Engineering and Design standards and have student projects as evidence

- Teachers will have a weekly time for Science that is shared with the administrator

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)
400	Title I

Annual Review

SPSA Year Reviewed: 2019-20

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.

The garden was not utilized this year nor did the 5th grade do STEAM rotations. Teachers did use Stemscopes more frequently and several teachers also used FRECKLE for science as well. In addition, Scholastic News also provided high quality information text to discuss relevant issues in science. District benchmarks proved to be problematic. The technology did not work and they became optional.

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

Skies Learning was used by 3 teachers only. Teachers did plan Field Trips to enhance Science lessons however many field trips were canceled due to school closures. In addition, teachers did not get planning time for both semesters.

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 use CAST data as a measurement this year for 5th grade. In addition, we will have a more regular system for teachers to use the assessments in Stemscopes, Brainpop and Nearpod.
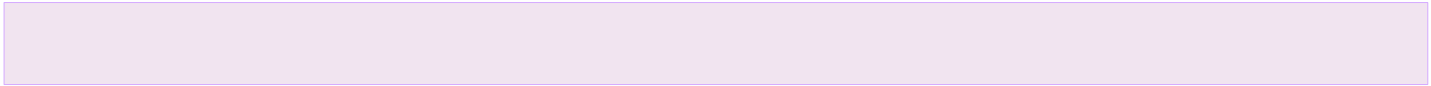
Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$162,356.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$277,913.75

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	Allocation ($)
Title I	$
Title I Part A: Parent Involvement	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF - Base	$
LCFF-LCAP	$
None Specified	$

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

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

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 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,941,915.00:

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-Tire 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 2020-21 is as below:

School: <u>Longfellow</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,941,915.00	9651	$201.21	524	$105,434.04

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
Carolina Oseguera	Parent or Community Member
Will Page	Parent or Community Member
Pilar Oliva	Parent or Community Member
Adam Chandler	Parent or Community Member
Andre Lawrence	Parent or Community Member
Gina Hernandez	Other School Staff
Sarah Clark	Classroom Teacher
Patricia Giberson	Classroom Teacher
Yesu Baymus	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 April 22,2020.

Attested:

Principal, Erica Ingber on April 22,2020
SSC Chairperson, Pilar Oliva on April 22, 2020

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.

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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

Longfellow ELAC Minutes
March 5, 2020

1.0 Welcome

2.0 Mirian Yepez motioned to approve the agenda for the meeting. Maria Falcon seconded the motion. The agenda was accepted.

3.0 Claudia Acosta moved to approve the minutes from the February 6th, 2020 meeting, Beatriz Zepeda seconded the motion. The February Minutes were approved.

4.0 Ms. Ingber's Report- Ingber reviewed student data from SBAC, CA Dashboard, and ELPAC with the committee. She gave suggestions for recommendations to the SSC for funding EL supports. Cecilia Garcia made a motion to approve the recommendations, Maria Falcon seconded the motion. The motion was approved.

5.0 Instructional Coach report- Mrs, Hernandez reported:
- ●   ELPAC testing has started. It is a little different because many of the components are online. 91 students are being tested,. Kinder is being tested again so we can see there progress from the beginning of the year.
- ● The total number of reclassifications is up to 17, which is the highest in the district.
- ● Through the work of the Cal Ed partners collaboration, we are focusing on improving the reading achievement of English Learners using 3 specific strategies: Frayer Model for Vocabulary, Think- Pair-Share, and Reciprocal Reading for Comprehension

6.0 Day one presented about the Safe Routes to School Program.
7.0 Several organizations presented about programs offered in the summer including LEARNS, City of PAsadena, Pasadena Library and more.
LEARNS program will run June 3rd-July 16th from 8:30-2:20 at Webster.

Longfellow Elementary School Compact

2020-2021

Staff

As a Pasadena Unified School District teacher/administrator I will:

- Teach classes through interesting and challenging lessons that promote student achievement.

- Endeavor to motivate my students to learn.

- Have high expectations and help every child to develop a love of learning.

- Communicate regularly with families about student progress.

- Encourage parent involvement in school activities.

- Enforce rules equitably and provide a safe, orderly, and caring learning environment.

- Provide meaningful, daily homework assignments to reinforce and extend learning.

- Participate in professional development opportunities that improve teaching and learning.

- Support the formation of partnerships with families and the community.

- Participate in collaborative decision making with other school staff and families for the benefit of students.

- Respect the school, students, staff, and families.

- Teach and practice communication, collaboration, critical thinking and creativity.

_____   _____

Teacher Signature/Date   Principal Signature/Date

Student

I agree to carry out the following responsibilities:

· Come to school ready to learn and work hard.

· Bring necessary materials, completed work assignments, and homework.

· Know and follow school and class rules of being safe, responsible, and respectful of the school, classmates, staff, and families.

· Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

· Make sure to get plenty of sleep, make healthy eating choices, and exercise.

· Limit my TV watching and video game playing and instead study or read every day after school.

· Respect the school, classmates, staff, and families.

· Be a communicator, collaborator, a critical and creative thinker.

_____ _____

Student Signature/Date   Grade

Family/Parent/Guardian

I agree to carry out the following responsibilities:

· Provide a quiet time and place for homework completion and limit TV viewing, video game playing, computer and phone time.

· Review homework completion and ask my child about his/her school day.

· Convey the importance of reading by having daily/nightly reading time together as a family.

· Ensure that my child attends school every day, gets adequate sleep, regular medical attention, proper nutrition and exercise.

· Regularly monitor my child's progress in school.

· Support the school's discipline and dress codes.

· Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House, and Back-to-School Night.

· Communicate the importance of education and learning to my child.

· Respect the school, staff, students, and families.

· Find opportunities to model for students communication, collaboration, and thinking critically and creatively.

_____

Parent Signature/Date

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Longfellow	Principal: E. Ingber
School Number: 626 396-5720	Counselor:
Date Completed: April 28, 2020	Principal Signature: Erica Ingber

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

2019-20 Current ADA Percentage (as of 3/20)	2020-21 ADA Short Term Goal	2020-21 ADA Long Term Goal
96.3%	96.5%	96%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Students with Chronic attendance issues will have Student Success Team meetings with parents and teacher. If attendance does not improve, students will be recommended for SARB.	*Students with 10 or more unexcused absences or 30 minute tardies in grades 1-5*	*As needed*	*Improved attendance for student as measured by attendance report*

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Monitor attendance on and help families with 3-5 unexcused absences understand the education code in regards to school attendance in order to improve their attendance *The principal will mention at every Friday assembly the importance of being on time.*	*Students with 3-8 unexcused absences* *All students*	*SART meetings will be held every 2 months to educate parents on attendance* *Daily phone calls are made when students are absent without a valid excuse* *monthly*	*Students that are identified for the SART meetings will have improved attendance.* *attendance reports*

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Classes with the best attendance for the month will get a reward *Students with perfect attendance for the month will be recognized a the Student of the Month Assembly and get a homework pass*	*All students*	**monthly**	**Increased monthly attendance averages**

Longfellow Elementary

Parent Involvement Policy

2020-21 School Year

I.   Longfellow has developed a written parental involvement policy with input from parents

•   Parent Representatives from School Site Council, PTA, ELAC, parent of GATE students and staff have jointly developed the parental involvement policy.

•   Parents, including PTA, ELAC, and Parents of GATE students, participate in the periodic updates of the policy to meet the changing needs of parents in the school. The SSC reviews and approves the policy.

•   Parents who do not speak English and whose primary language is Spanish, will receive the Policy in Spanish.

•   Parents receive a copy of the parental involvement policy in Wednesday Folders. Copies of the policy are also available during PTA and ELAC meetings, in the Parent Work Room and the school's main office, and on the school website..

•   Longfellow School's Parental Involvement Policy is available to the local community.

II.   Involvement of Parents

    1. Longfellow School offers flexible number of meetings.

•   PTA meetings are held the 3rd Thursday of the month at 6:15 pm

•   English Language Advisory Committee (ELAC) meetings are held the 1st Thursday of the month at 8:00 am.

•   School Site Council (SSC)meetings are held the 3rd or 4th Wednesday of the month at 4:00 pm.

2.   Involves parents in the development of the school's Single Plan for Student

Achievement.

•   PTA, ELAC, and GATE parents will annually have the opportunity to review and offer input in the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's parental involvement policy.

3.   Longfellow School provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

•   Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at PTA, ELAC, and SSC meetings, newsletters, and at parent workshops offered through the school.

•   Parent Education meetings will have food, occasional student performances, and incentives for students who have parents attend meetings.

   4. Longfellow School provides parents, if requested, with opportunities for regular

     meetings to participate in decisions relating to the education of their children.

•   Annual parent-teacher meetings to review student academic goals and Individual Learning Plans if needed

•   IEP meetings

•   Student Success Team meetings with parents and staff

III.   Communication

   1. In an effort to communicate effectively to all parents, the school will use

     several modes of communication to get information out to parents.

•   Friday Morning blacktop assembly formation will be conducive to all parents being able to hear announcements in English and Spanish

•   Connect Ed phone messages will be sent in advance of meetings and events

•   Newsletters with information from different parent groups and school happenings will go out on a monthly basis

•   The after school program LEARNS will be notified of upcoming events so they can share it with parents at pick up times

•   Teachers will communicate with students and parents regarding school events and policies

•   Parents will let teachers know their availability for volunteering.

•   Parents and staff members will make personal contact with parents in an attempt to be more inclusive and get more parents involved.

•   The school will send information by email, mail, in the Wednesday folders, and through Connect- Ed phone messages.

•   The school and PTA website

•   Important flyers and announcements will be communicated to LEARNS staff so they can share the information with parents at pick up

IV. Building Capacity for Involvement

     Longfellow School engages parents in meaningful interactions with the school. It

     supports a partnership among staff, parents, and the community to improve

     student academic achievement..

- Longfellow parents receive information on parent trainings and Common Core State Standards, as well as how to help improve the achievement of their children.

- Longfellow provides a monthly calendar for parents to ensure they are informed about parent meetings, school events, and activities.

- A bulletin board is posted outside the office with parent information in English and Spanish. All notices and agendas for parent meetings are posted 72 hours prior to the meeting.

- Longfellow School's community assistant encourages and supports all parents to fully participate in the education of their children.

- Longfellow School communicates with parents through all communication avenues available, such as telephone, Connect-Ed, email. newsletters, school calendars, blacktop assemblies, marquee and other methods with information regarding school activities. Parents who do not speak English and whose primary language is Spanish, will receive all communication in English and Spanish.

- The Longfellow PTA hosts monthly blacktop coffees on the last Friday of each month to give parents information about the school and inform them of ways they can help.

- The Longfellow PTA will host events such as workroom parties to train and get more parents into the Parent Workroom to volunteer.

- The Longfellow PTA will host a Community Picnic the first week of school.

- Family Fridays offer an opportunity for parents to learn a strategy to help their students from the classroom teacher 6 times a year.

- All parents will have the opportunity to volunteer and be given the necessary information.

V.   Accessibility

Longfellow Elementary School provides opportunities for all parents to

participate, including: parents with limited English proficiency and parents with

disabilities.

- All parents will have Connect-Ed messages and printed materials

Come home in the appropriate language, either English or Spanish

- All parents will be notified that they do not have to be a member of PTA to come to meetings, events , or volunteer.

- Information in the Parent Workroom will be in Spanish and English

- Facilities for meetings will be conducive to discussion and adult comfort

VI.   Parent Information and Resources

   Longfellow will collaborate with the district office and local agencies to inform

   Parents about resources and services offered through school and the community.

- The school community assistant attends monthly meetings and distributes information about parent resources.

- A notebook of successful parent activities will be placed in the workroom for parents to get ideas from

Longfellow (Henry W.) Elementary

Erica Ingber, Principal

Principal, Longfellow (Henry W.) Elementary

About Our School

At Longfellow, we believe that it is important to meet the needs of each and every child. We meet the needs of the students through high-interest lessons and Balanced Literacy. This allows the teacher to support all the students learning at their level and all students to access the Common Core Standards at a high level. We also feel that if students are not engaged then they are not learning. The Longfellow staff employs every effort and multiple strategies to make sure all students are engaged, participating and most of all learning. This can be seen in every classroom every day in the intent focus of the students, meaningful assignments, and classroom discussions. All staff members have high expectations for students and it is an expectation that they will be able to apply and transfer learning of the Common Core State Standards. The expert teachers at Longfellow accomplish this through excellent classroom instruction, data analysis, and making sure that they make a personal connection with all students. We see parent involvement as a spectrum and invite parents to participate in any way they feel comfortable. We attribute much of our success to the partnership between parents and staff members. At Longfellow, we feel that all parents and students have something to contribute and we look for avenues to make that possible. Creating a caring and nurturing environment, having the fundamental belief that all students can learn, and developing meaningful partnerships with parents and the community make Longfellow a wonderful place for all children.

Contact

Longfellow (Henry W.) Elementary
1065 East Washington Blvd.
Pasadena, CA 91104-2498

Phone: 626-396-5720
Email: ingber.erica@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

| School Contact Information (School Year 2019—20)	
School Name	Longfellow (Henry W.) Elementary
Street	1065 East Washington Blvd.
City, State, Zip	Pasadena, Ca, 91104-2498
Phone Number	626-396-5720
Principal	Erica Ingber, Principal
Email Address	ingber.erica@pusd.us
Website	http://longfellow.pusd.us
County-District-School (CDS) Code	19648816021679

Last updated: 12/31/2019

School Description and Mission Statement (School Year 2019—20)

At Longfellow, all staff members share the core belief that all students can learn. To this end, we employ engaging instruction and strategies to teach students how to persevere through challenging tasks. We facilitate routines that help build stamina for working on assignments as well as how to think critically. Through rigorous instruction with teacher supports and student collaboration, students at Longfellow are able to grow and thrive. Teachers and staff build trusting, respectful relationships that allow students to feel safe taking chances and trying new things. In our Single Plan for Student Achievement our goals focus on students making incremental progress in Reading and Math through targeted strategies. We have a goal to increase parent participation by offering engaging and helpful opportunities to learn and be involved. We provide a safe school climate by teaching students social-emotional skills to help them build resilience and life skills to be productive citizens.

Last updated: 1/11/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	88
Grade 1	65
Grade 2	75
Grade 3	73
Grade 4	72
Grade 5	64
Total Enrollment	437
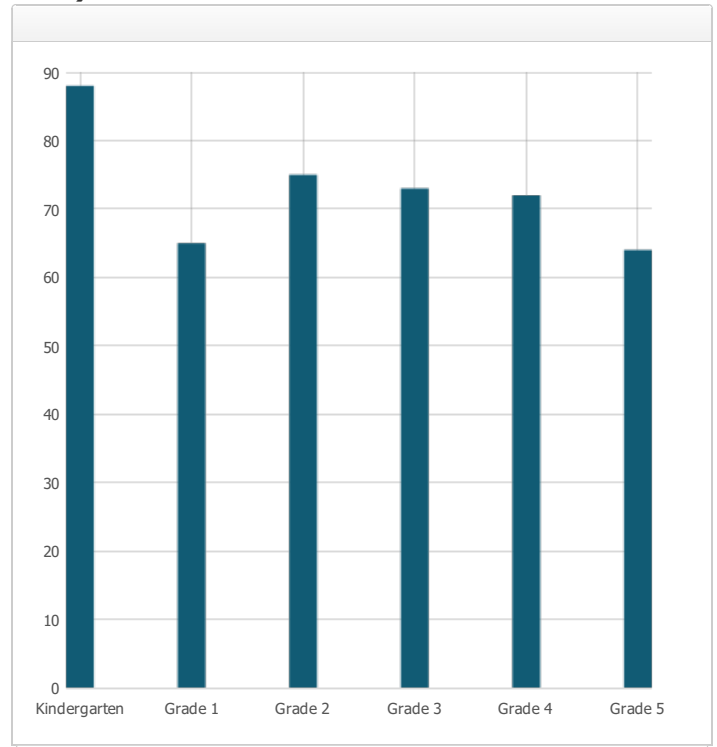
Last updated: 12/31/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	15.30 %
American Indian or Alaska Native	0.20 %
Asian	0.90 %
Filipino	2.30 %
Hispanic or Latino	71.20 %
Native Hawaiian or Pacific Islander	%
White	7.10 %
Two or More Races	2.30 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.10 %
English Learners	31.10 %
Students with Disabilities	13.50 %
Foster Youth	0.90 %
Homeless	3.90 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	19	17	718
Without Full Credential	0	0	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
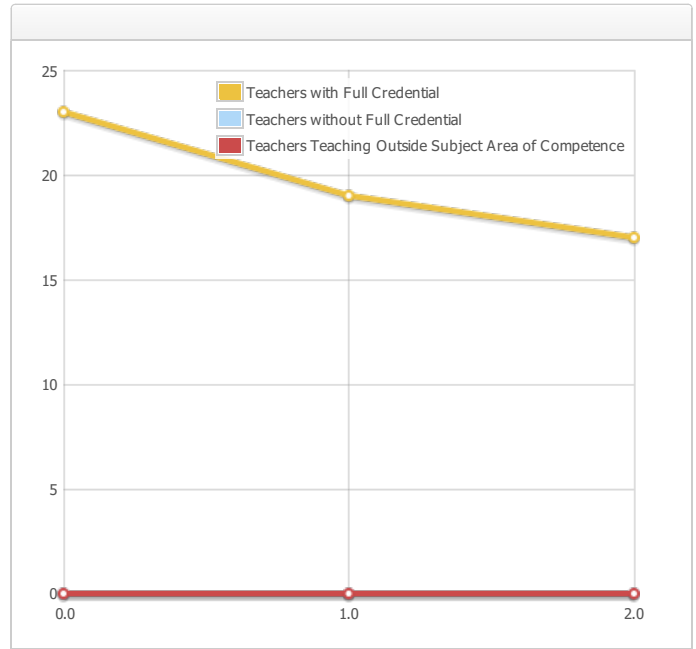
Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
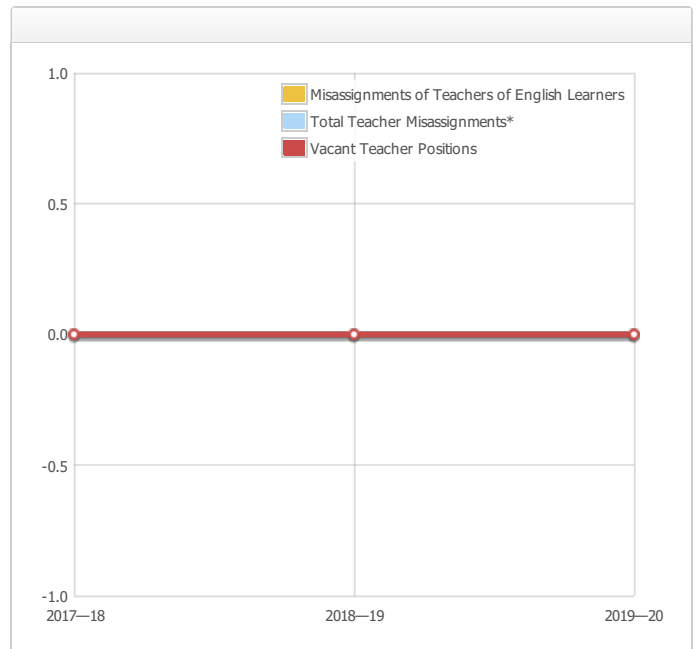
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

Longfellow Elementary School was originally constructed in 1912 and is currently comprised of 28 classrooms, a library, one computer lab, a staff lounge, a cafeteria, an auditorium, a parent room, two playgrounds, and a little league baseball field. The school has been under massive renovation since 2001. Over the past six years, all classrooms have been modernized from top to bottom with new walls, flooring, and electrical wiring. New playground equipment has been added to both playgrounds, and an additional wing, including a playground/T -Ball field, for pre-kindergarten and kindergarten students has been constructed. An elevator has also been added to the main building to ensure adequate handicap access to the facilities. Last year removal and replacement of 100 tons of playground sand in the sandbox area was completed. Cleaning Process Longfellow Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with three custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment. Maintenance & Repair A scheduled maintenance program is administered by Longfellow Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/11/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Fair	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No Repair needed.
Electrical: Electrical	Fair	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	No Repair needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/11/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	48.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	40.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	211	99.53%	0.47%	47.87%
Male	113	112	99.12%	0.88%	47.32%
Female	99	99	100.00%	0.00%	48.48%
Black or African American	34	34	100.00%	0.00%	26.47%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	153	152	99.35%	0.65%	49.34%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	180	179	99.44%	0.56%	45.25%
English Learners	85	85	100.00%	0.00%	38.82%
Students with Disabilities	36	35	97.22%	2.78%	28.57%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	211	99.53%	0.47%	39.81%
Male	113	112	99.12%	0.88%	43.75%
Female	99	99	100.00%	0.00%	35.35%
Black or African American	34	34	100.00%	0.00%	26.47%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	153	152	99.35%	0.65%	40.13%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	180	179	99.44%	0.56%	36.87%
English Learners	85	85	100.00%	0.00%	38.82%
Students with Disabilities	36	35	97.22%	2.78%	25.71%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.70%	28.10%	17.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

At Longfellow, we encourage parent involvement in a myriad of ways. Parent volunteer trainings are held annually to teach parents strategies to use in the classroom or at home to assist students. Parents assist teachers in the classroom with everything from listening to students read, practicing sight words or multiplication facts to co-teaching art or hands-on science lessons. Parents are also encouraged to share their special talents with students whether it is helping with soccer during PE or painting a mural on the wall. Longfellow also has a parent workroom where teachers can drop off things that need to be copied, cut, stapled, laminated, etc. and parents can drop in and complete tasks or take them home to complete as time permits. We encourage parents to be part of the decision making process at Longfellow by participating in the School Site Council or the English Language Advisory Council. We hold parent education trainings on attendance, homework, test scores, ADHD, and how the brain develops to name a few. In addition, we also hold parents classes in the area of ESL and basic technology. The PTA has 180 members who help support and put on school activities, assemblies, and field trips. Last year alone we had over 16,000 volunteer hours.

State Priority: Pupil Engagement

Last updated: 1/11/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
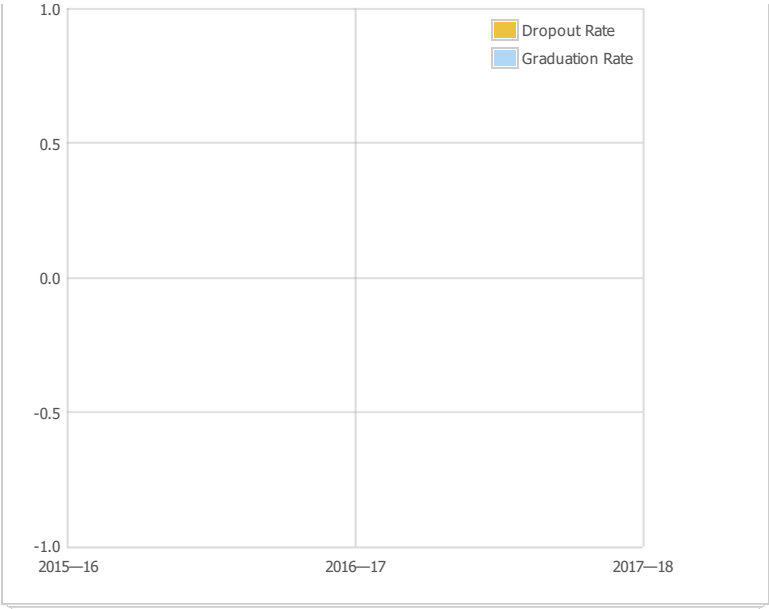
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/31/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.60%	1.10%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Longfellow Elementary School. Students are supervised before and after school by certificated personnel. Noon duty supervisors monitor the students during lunch. There is a designated area for student drop-off and pick-up. Visitors must sign in at the front office and wear a visitor's badge, as well as give the school a 24-hour notice of their visit. In addition teaching students social-emotional lessons at all grade levels assist in creating an emotionally safe environment where all students feel valued, know how to seek help, and communicate their needs. The School Site Safety Plan is updated annually in the fall by the principal, and Safe Schools Committee. The plan was most recently updated and reviewed with school staff in February 2019. The key element of the Safety Plan focuses on updating the emergency exit routes and making sure all staff members know emergency procedures. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year.

Last updated: 1/11/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	4	1	
1	21.00	1	3	
2	22.00		4	
3	24.00		3	
4	35.00			2
5	34.00		1	2
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	3	2	
1	26.00		3	
2	26.00		3	
3	21.00	1	2	
4	26.00	1	2	
5	30.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	3	
1	22.00		3	
2	25.00		3	
3	22.00		3	
4	27.00	1	2	
5	32.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.50
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7469.71	$1368.33	$6101.38	$78386.00
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	1.14%	7.71%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-18.72%	-4.44%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Longfellow prides itself on having a balanced curriculum where we focus on meeting the individual need of all our students. We use data to help drive our instruction and meet with parents often to develop a partnership that supports the students' learning goals. We have a dedicated staff who uses a variety of engagement strategies and techniques to keep students engaged and are active participants in their learning. Embedded in our rigorous instruction are constant opportunities for students to be creative, collaborate, communicate, and think critically. In addition, connecting what students are learning to the real world is very important and we help to facilitate that connection through a multitude of field trips at each grade level. Students throughout the grade levels participate in a variety of activities such as My Masterpieces Art Program, Computer Lab, Instrumental Music for 4th and 5th-grade students, School Garden, 3rd grade Swim Program at the Aquatic Center, Physical Education, yoga, dance, school library with full-time library coordinator, and math enrichment opportunities. To help support the academic programs and English Learners we also have a full-time Instructional Coach.

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 workroom. 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 workroom parties, parent training, parent education, and community-building events. Our full-time Community Assistant helps to facilitate all these activities

Last updated: 1/11/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
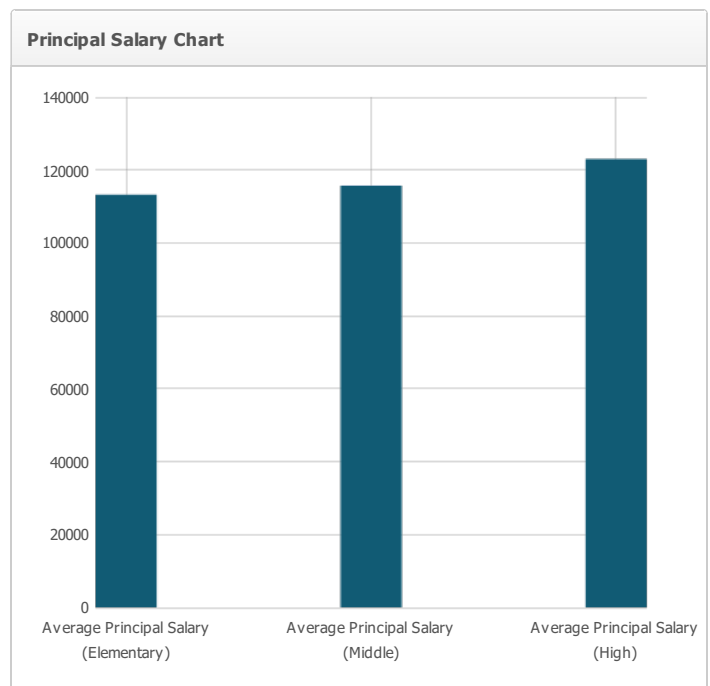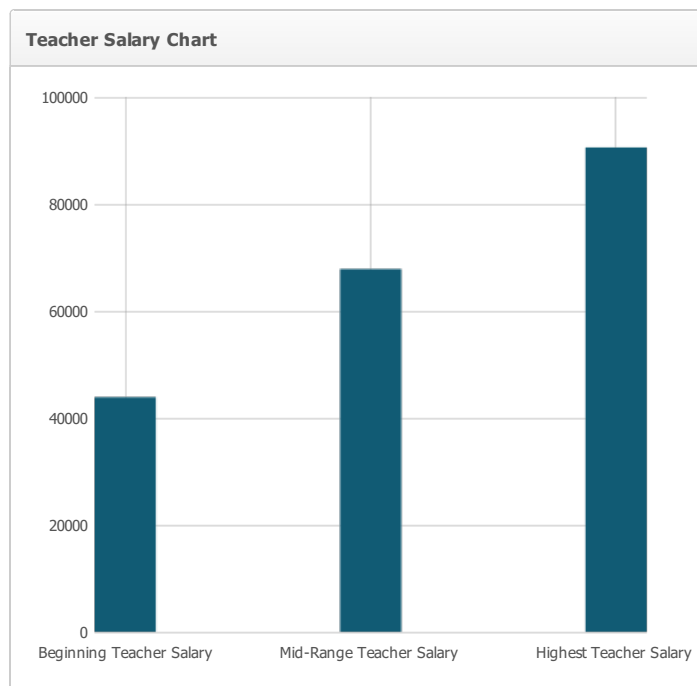
Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

Longfellow

Problem Statement	Long-term Outcome (Outcome/Need)
Students often lack the opportunity to practice new skills in an environment where they will receive immediate feedback in order to master indepence in the new skill.	Students are directly and explicitly taught skills and strategies in small and large group settings and then provided time for guided and independent practice with feedback from the teacher to help master the skill independently.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If professional development is focused on improving the structure of the mini lesson	Then teachers can be explicit and direct with their instruction in math and English Language Arts	Teacher mini lessons will be more accessible to students so that students are able to master skills and strategies taught	Which will lead to increased student achievement
If teachers are giving students guided opportunities to practice new strategies with teacher feedback	Then students can gain mastery of skill and gain confidence in their independent abilities	So that students will use strategies and skills learned and practiced when working independently and taking assessments.	Which leads to increased student achievement.
If teachers are meeting with students in small groups and individually to differentiate instruction and model strategies	Then students will get differentiate instruction on their specific needs	So that Students will progress because they will be getting targeted instruction	Which leads to increased student achievement.

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Pasadena Unified School District
(for each specific goal)
If… Then… So that… Which leads to…
(Provide your Theory of Action here)

IF   professional development is focused on improving the structure of the mini lesson

THEN   teachers can be explicit and direct with their instruction in math and English Language Arts

AND
IF   teachers are giving students guided opportunities to practice new strategies with teacher feedback

THEN   students can gain mastery of skill and gain confidence in their independent abilities

SO THAT   Teacher mini lessons will be more accessible to students so that students are able to master skills and strategies taught and that students will use strategies and skills learned and practiced when working independently and taking assessments.

WHICH LEADS TO Which will lead to increased student achievement

---

IF   teachers are meeting with students in small groups and individually to differentiate instruction and model strategies
THEN   students will get differentiate instruction on their specific needs
SO THAT   So that Students will progress because they will be getting targeted instruction
WHICH LEADS TO Which leads to increased student achievement.

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The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric
1 = This is an established practice that has been in place since before the 2020-21 school year.
2 = This practice is being implemented for the first time during the 2020-21 school year.
3 = This practice is being developed now to be implemented during the 2020-21 b school year. ✓ ✓

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	☑		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	☑		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	☑		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors? N/A	☐		
Are GATE services provided to students during the regular instructional school day?	☑	☐	
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	☑	☐	
Are all parents informed of the GATE Parent Education Workshops offered by the District?	☑	☐	
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school? N/A			

Updated 4/2020

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	☑		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	☑	☐	
Does the plan inform parents and teachers of the GATE referral window of August - September?	☐	☑	
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?	☑	☐	
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?		☑	

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	☑		
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?	☑		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	☑		
Are the following instructional options implemented in the classrooms with GATE clusters:	☑		
● Individual Learning Plan			
● Independent projects/Independent Study/Interest based enrichment opportunities	☑		
● Curriculum compacting			
● IB program			
● Kaplan's prompts of depth and complexity			
● Thinking like a disciplinarian			
● Integration of creative and critical thinking clusters			
● Thematic learning across disciplines	☐		
● Scholarly Dispositions	☑		

	1	2	3
Middle School N/A Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory			
High School N/A Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● ✓ Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	☑		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	☑		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	☑		

	1	2	3
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?		☑	
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	☑		

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	☑		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	☐		☑
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?　　　N/A			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	☑		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?　　　N/A			

Section 5: Professional Development
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individual Learning Plan		✓	
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas) ● Differentiation of skill, product, process ● Critical and Creative thinking ● Independent Study/Developing an Interest ● Characteristics of Giftedness ● Scholarly Behaviors (Thinking like a Disciplinarian) ● Interdisciplinary lesson development		✓	

Updated 4/2020

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?	☑		
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	☑		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	☑	☐	
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	☐	☑	
Is the School GATE Plan shared with parents and the community effectively and systematically?		☑	

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	☑		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):

School: Date Approved By School Site Council:

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic		date	topic
1st meeting			**3rd meeting**		
2nd meeting			**4th meeting**		

Updated 4/2020

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district

The SSC reviewed its responsibilities under state law and district governing
relating to material changes in the School Plan for Student Achievement (SP

The SSC sought and considered all recommendations from the following gro

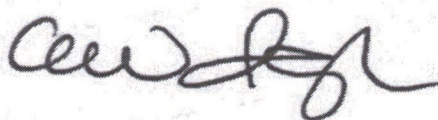| Signature	Committee o
	English Learner Advisory Con

meeting on Marcr
reccomendations

The SSC reviewed the content requirements for school plans of programs
content requirements have been met, including those found in district governi
agency plan.

This SPSA is based on a thorough analysis of student academic performance
comprehensive, coordinated plan to reach stated school goals to improve stud

This SPSA was adopted by the SSC at a public meeting on April 22,2020.

Attested:

Pilar M Oliva

Principal, Erica Ingber on April	
SSC Chairperson, Pilar Oliva o	

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Longfellow School Unified School District

Henry W. Longfellow Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 26th, 2020 **Update**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Henry W. Longfellow Elementary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on January 28th, 2015 at 4:00. Notice was provided by Longfellow School.

Henry W. Longfellow Elementary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and approved on February 26th, 2012

Amendments

no amendments

School Site Council
Members in attendance at the Feb. 26, 2020 meeting: Erica Ingber, ~~Andre Lawrence~~, Pilar Oliva, Adam Chandler, Will Page, Sarah Clark, Patricia Giberson, Gina Hernandez

<u>**Signatures of Henry W. Longfellow Elementary School's Site Council Members**</u>

Signature	Date	Signature	Date
Pilar M. Oliva	2.26.2020	_William Page_	2/26/2020
(signature)	2/26/20	_(signature)_	2/26/2020
Sarah Clark	2/26/20	_(signature)_	2-26-2020
Patricia Gib	2-26-2020		
(signature)	2-26-2020		

Safe School Plan