



LONGDEN SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Longden Elementary School	19 65052 6022958	May 21, 2024	July 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Longden Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Longden does not meet the criteria for CSI, TSI, or ATSI.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Longden Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Longden does not meet the criteria for CSI, TSI, or ATSI.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that district's will take to accomplish their goals, including and itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). Longden Elementary has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Longden Elementary 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

Our school works closely with educational partners to review, implement, and monitor the Single Plan for Student Achievement (SPSA). Beginning with the staff during the Fall, the SPSA is reviewed with the staff while reinterpreting the latest data student achievement metrics are discussed and changes to the SPSA are made and annual goals are set. Throughout the school year, the SPSA is updated as new data is available through the California Dashboard and local assessments. This analysis continues getting feedback from parents, community members, and district office staff. The school conducts an annual needs assessment using various surveys and holds various family engagement meetings to get input. The SPSA is evaluated and refined with educational partner input. The draft is then proposed to the School Site Council (SSC) in May and is either approved or revised accordingly. The SPSA is reviewed at least four times a year by the School Site Council (SSC) and the Instructional Leadership Team (ILT). Our ELAC has the opportunity to give recommendations for the SPSA to our SSC at least four times per year.

We hold Title I meetings throughout the year for parents and students to help with school connectivity as well as monthly Coffee with the Principal meetings and PTA meetings. At all of these meetings, strategies are discussed with parents on how to assist their child in meeting academic content standards. A Parent-Compact is also signed by the parent agreeing to their role as partners in teaching and learning with the school site. Throughout the year, family events are held and align with our parent involvement policy.

Our Community liaison position is used to coordinate parent trainings as identified in the Local Control Accountability Plan. The District and sites have updated their respective websites to improve communication with all stakeholders.

Further, each site works collaboratively with a community-based educational foundation to help support students and parents.

Principals work together with district administration once per month to review implementation and expenditures related to the SPSA and the LCAP alignment. These monthly meeting provide time for administration to regularly monitor and update the metrics, strategies, implementation, effectiveness, and budget. (Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29)

In 2023-24, our site held SSC meetings on the following dates where educational partners were able to give input: Oct. 3, 2023; Dec. 12, 2023; Feb. 13, 2024; Mar. 12, 2024; May 21, 2024
Our site held ELAC meetings on the following dates where parents of English learners had the opportunity to give input into the SPSA: Dec. 6, 2023; Feb. 14, 2024

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

We identified that our students with disabilities and English learners as student group that needs additional supports. We found that we need to focus on engaging our parents of students with disabilities and English Learners. Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. As a school and a system leaders can organize and invest to lower these barriers to better engage with parents.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our school had the following red state indicators on the 2023 Dashboard: None

Our school had the following orange state indicators on the 2023 Dashboard: None

We will do the following to address these areas of growth: N/A

The LCAP is aligned to support our school in areas where certain student groups received a red status. The LCAP will support in chronic absenteeism for our students with disabilities in in Goal 2, Action 1.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our school had the following student groups that were two or more performance levels below the "all student" performance level:

Mathematics - all students were green; Hispanic sub-group was 2 levels below (in orange)

We will do the following to address these areas of growth:

Longden will provide appropriate interventions to support their needs of our students in math as reflected in Goal 1 of this plan.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Annually each site holds a site engagement meeting and the following data points are highlighted. The educational partners have an opportunity to weigh in on the needs of the school related to each goal in the SPSA. The following data points are reviewed as SPSA goals, strategies, and activities are created each year. The site uses the SPSA Evaluation to also determine the necessary needs and changes to the School Plan for Student Achievement.

The District K12 Insight Local Climate Survey taken by students, parents, and staff, provides quantifiable data regarding school culture and climate.

The 2023-24 Local School Climate Survey for parents and students was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents: 108

Students: 39

In the K12 local climate survey, we learned the following about our engagement groups:

32% of the parents of our ELD population participated in the parent survey

0% of the students of our ELD population participated in the student survey

Here are two data points that we can celebrate:

95% of parents said that Longden's overall quality is excellent or good

97% of students said that they feel safe at Longden

Here are two data points that show our opportunities:

13% of parents said that we need to enhance meeting the social-emotional needs of our students at Longden.

17% of students said that we need to improve the staff/student connection.

During our SPSA Needs Assessment Engagement Meeting, educational partners made the following recommendations for the school site council and district parent advisory council to consider for the 24-25 school year:

1. Provide more opportunities to help plan, design, and implement family engagement activities
2. Provide more opportunities for parents to have more input on policies and programs.

Informal, qualitative survey information is collected monthly at Coffee with the principal and leadership meetings.

Throughout the year, site ELAC, SSC, and PTA meetings provide opportunities for parents to give feedback to staff.

Talking Tours are conducted once a year with selected students to discuss their insight into the survey data.

The 2023-24 California Healthy Kids Survey for parents and students was administered during in winter of 2024. The California Healthy Kids Survey indicated that we should focus on family engagement.

Classroom Observations:

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Site administration had a focus of increasing the amount of Checking for Understanding opportunities within the instructional day throughout the school year. Three staff meetings focused on the implementation of strategies taken from Teach Like a Champion. Site and district administration visited classrooms to support teachers with the implementation of checking for understanding strategies.

The school site instructional leadership team, consisting of one teacher from each grade level, walked through classrooms to conduct site level learning walks with the principal.

The purpose of classroom observations is to observe for student learning. Administrators and mentor teachers provide feedback to teachers to strengthen instruction. Additionally, probationary teachers have opportunities to observe best practices from tenured teachers on site and at other schools to further refine teaching practices. Each year, the site administrator performs three documented walk-throughs of each classroom using our TCUSD classroom observation protocol. Each tenured classroom teacher is formally observed at least once every other year with the criteria outlined by the California Standards for the Teaching Profession. In addition to regular classroom walk-throughs and observations by the site administrator, teachers work in collaboration and participate in learning walks, classroom visitations, and exchange ideas and best practices. Teachers continue to focus on a high level of student engagement, collaboration, and deeper learning. In summary, faculty members are passionate about teaching and reaching all students, treating students with respect, and all members of the school community are eager to learn and help create future leaders.

In summary, Principals would like to take their teams to visit other school sites next year and to walk together as a site leadership team at each school.

Local Assessments:

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA and Math for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goals.

Goal 1 - On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 66% to 67%

Math will increase from 64% to 65%

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the K-8 Iready data, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ELA IReady Data for August 2023

Grade/ Percent Exceeded or Met standard

K = N/A (Kindergarten does not take baseline until January, 2024)

1st = 18%

2nd = 48%

3rd = 63%

4th = 40%

5th = 50%

6th = 53%

Baseline Math iReady Data ELA for August 2023

Grade/ Percent Exceed or Met standard

K = N/A (Kindergarten does not take baseline until January, 2024)

1st = 13%

2nd = 23%

3rd = 37%

4th = 38%

5th = 62%

6th = 57%

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the Common Core Standards in ELA and Math to monitor student progress and modify instruction. Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

ELA IReady Data for January 2024

Grade/ Percent Exceeded or Met standard

K = 55%

1st = 49%

2nd = 65%

3rd = 75%

4th = 47%

5th = 67%

6th = 61%

Math iReady Data ELA for January 2024

Grade/ Percent Exceed or Met standard

K = 49%

1st = 39%

2nd = 48%

3rd = 60%

4th = 53%

5th = 70%

6th = 66%

Professional Development

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The Language and Literacy TOSA and Special Ed TOSA models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The TOSA collaborates with teachers to meet their individualized professional development support needs and conducts data chats with all EL students to help support the teacher with DELD and IELD instructional practices. An on-site Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

In order to delve into deep discussions about instructional practices and student achievement, the continued development PLCs is a focus. The PLCs meet once a month during Early Release days for collaboration time. By using common assessments or pacing the PLCs can compare data and extract key areas that need improvement and areas of success across all teams. The Instructional Leadership team, includes teacher leaders, department chairs, counselors and administrators meet monthly to move forward with site policies, curriculum development and development of consistency across the grades. Further professional development on PLCs, data analysis and SMART goals is necessary to maximize the effectiveness of our collaborative practices. Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

The data on the following pages within this plan were also analyzed to help create the actions within this plan. Based on the needs assessment process, this plan will focus on:

1. Student Outcomes that include interventions, enrichments and EL supports
2. Engagement, which will include strategies to engage parents, students and staff
3. School Climate, which will include PBIS, mental health supports, and safe environments

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Longden Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.69%	1.5%	1.31%	12	13	12
Asian	62.43%	63.16%	65.21%	442	547	598
Filipino	1.13%	1.5%	1.64%	8	13	15
Hispanic/Latino	23.16%	23.09%	22.90%	164	200	210
Pacific Islander	0.14%	0.35%	0.11%	1	3	1
White	5.79%	4.16%	3.27%	41	36	30
Multiple/No Response	4.94%	5.54%	4.80%	35	48	44
Total Enrollment				708	866	917

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	121	96
Grade 1	83	114	116
Grade 2	100	127	128
Grade 3	110	116	138
Grade 4	102	129	124
Grade 5	97	135	136
Grade 6	118	124	135
Total Enrollment	708	866	917

Conclusions based on this data:

1. Asian students continue to comprise the largest demographic cohort at 65.21%.
2. Hispanic/Latino students make up the second largest group (22.09%).
3. Our total number of students continues to increase.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	185	259	308	28.4%	26.1%	33.6%
Fluent English Proficient (FEP)	100	121	218	15.8%	14.0%	23.8%
Reclassified Fluent English Proficient (RFEP)	81	103	167	11.1%	11.4%	18.2%

Conclusions based on this data:

1. 33.6% of our total students are currently English Learners.
2. 23.8% of our total students passed the initial ELPAC and therefore did not become classified as an English Learner (IFEP)
3. 18.2% of our English Learners were identified as Reclassified Fluent English Proficient (RFEP)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	125	115	119	0	113	116	0	113	116	0.0	98.3	97.5
Grade 4	120	113	134	0	111	130	0	111	130	0.0	98.2	97.0
Grade 5	153	104	133	0	99	130	0	99	130	0.0	95.2	97.7
Grade 6	152	134	129	0	132	123	0	132	123	0.0	98.5	95.3
All Grades	550	466	515	0	455	499	0	455	499	0.0	97.6	96.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2467.	2447.		46.02	36.21		20.35	22.41		16.81	20.69		16.81	20.69
Grade 4		2493.	2497.		43.24	38.46		22.52	26.92		12.61	15.38		21.62	19.23
Grade 5		2559.	2548.		42.42	43.08		35.35	26.15		11.11	17.69		11.11	13.08
Grade 6		2583.	2574.		40.91	36.59		31.06	33.33		18.18	15.45		9.85	14.63
All Grades	N/A	N/A	N/A		43.08	38.68		27.25	27.25		14.95	17.23		14.73	16.83

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.86	26.72		53.98	57.76		14.16	15.52
Grade 4		28.83	24.62		53.15	69.23		18.02	6.15
Grade 5		33.33	30.77		55.56	59.23		11.11	10.00
Grade 6		33.33	34.15		54.55	50.41		12.12	15.45
All Grades		31.87	29.06		54.29	59.32		13.85	11.62

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.94	21.55		44.25	61.21		16.81	17.24
Grade 4		36.04	23.85		45.05	56.15		18.92	20.00
Grade 5		45.45	37.21		44.44	50.39		10.10	12.40
Grade 6		36.36	34.96		50.00	52.03		13.64	13.01
All Grades		38.90	29.52		46.15	54.82		14.95	15.66

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.12	10.34		69.91	79.31		7.96	10.34
Grade 4		26.13	21.54		60.36	68.46		13.51	10.00
Grade 5		17.17	23.85		77.78	65.38		5.05	10.77
Grade 6		25.00	26.02		68.94	66.67		6.06	7.32
All Grades		22.86	20.64		69.01	69.74		8.13	9.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.97	28.45		53.98	60.34		15.04	11.21
Grade 4		21.62	21.54		66.67	64.62		11.71	13.85
Grade 5		31.31	34.62		58.59	55.38		10.10	10.00
Grade 6		36.36	26.83		56.06	67.48		7.58	5.69
All Grades		30.33	27.86		58.68	61.92		10.99	10.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 65.93% of Longden students in 3rd-6th Grade exceeded or met standard in English Language Arts/Literacy in 2022-2023
2. There was a 4.4% decrease in 3rd-6th Grade students exceeding or meeting standards in ELA from 2021-2022 to 2022-2023
3. Of the 4 ELA Performance Areas (Reading, Writing, Listening, and Research) in 2022-2023, Writing had the highest percentage (29.52%) above standard

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	125	115	119	0	114	119	0	114	119	0.0	99.1	100.0
Grade 4	120	113	134	0	110	133	0	110	133	0.0	97.3	99.3
Grade 5	153	104	133	0	100	133	0	100	133	0.0	96.2	100.0
Grade 6	152	134	129	0	131	129	0	131	129	0.0	97.8	100.0
All Grades	550	466	515	0	455	514	0	455	514	0.0	97.6	99.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2456.		38.60	31.93		38.60	26.05		8.77	16.81		14.04	25.21
Grade 4		2506.	2522.		33.64	38.35		36.36	33.83		15.45	17.29		14.55	10.53
Grade 5		2556.	2536.		49.00	36.84		14.00	21.80		19.00	18.80		18.00	22.56
Grade 6		2583.	2594.		46.56	49.61		14.50	17.83		24.43	14.73		14.50	17.83
All Grades	N/A	N/A	N/A		41.98	39.30		25.71	24.90		17.14	16.93		15.16	18.87

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.25	42.86		40.35	37.82		11.40	19.33
Grade 4		43.64	48.12		40.00	42.11		16.36	9.77
Grade 5		48.00	35.34		34.00	45.11		18.00	19.55
Grade 6		45.04	48.84		39.69	37.21		15.27	13.95
All Grades		46.15	43.77		38.68	40.66		15.16	15.56

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.11	32.77		43.86	43.70		14.04	23.53
Grade 4		38.18	37.59		45.45	45.86		16.36	16.54
Grade 5		37.00	29.32		49.00	49.62		14.00	21.05
Grade 6		33.59	40.31		51.91	41.86		14.50	17.83
All Grades		37.58	35.02		47.69	45.33		14.73	19.65

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.11	30.25		48.25	50.42		9.65	19.33
Grade 4		35.45	31.58		51.82	54.89		12.73	13.53
Grade 5		32.00	21.80		51.00	63.91		17.00	14.29
Grade 6		32.82	36.43		53.44	47.29		13.74	16.28
All Grades		35.60	29.96		51.21	54.28		13.19	15.76

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 64.2% of Longden students in 3rd-6th Grade exceeded or met standard in Math in 2022-2023
- There was a 3.49% decrease in 3rd-6th Grade students exceeding or meeting standards in Math from 2021-2022 to 2022-2023
- Of the 3 Math Performance Areas (Communicating Reasoning, Concepts & Procedures, and Problem Solving & Modeling/Data Analysis) in 2022-2023, Concepts & Procedures had the highest percentage (43.77%) above standard

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1441.1	1414.3	1410.9	1455.9	1420.3	1414.9	1406.4	1400.1	1401.5	43	28	64
1	1486.5	1446.3	1453.3	1499.7	1439.8	1446.3	1472.8	1452.1	1459.7	43	26	36
2	1534.7	1508.9	1479.2	1544.7	1502.6	1477.9	1524.1	1514.8	1480.1	37	28	41
3	1496.7	1503.2	1495.4	1507.1	1510.4	1504.1	1485.8	1495.3	1486.2	40	16	36
4	1522.7	1520.7	1497.3	1534.8	1520.3	1495.6	1510.3	1520.6	1498.5	26	27	22
5	1541.9	1530.0	1523.3	1553.4	1535.3	1533.1	1530.0	1524.3	1513.2	27	23	35
6	1539.6	1537.9	1507.6	1550.5	1545.1	1504.0	1528.0	1530.1	1510.6	20	15	29
All Grades										236	163	263

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.19	7.14	10.94	35.71	42.86	39.06	26.19	35.71	32.81	11.90	14.29	17.19	42	28	64
1	31.71	15.38	16.67	48.78	38.46	50.00	14.63	15.38	19.44	4.88	30.77	13.89	41	26	36
2	62.16	30.00	19.51	24.32	45.00	41.46	8.11	20.00	26.83	5.41	5.00	12.20	37	20	41
3	22.50	18.75	22.22	47.50	43.75	38.89	17.50	31.25	27.78	12.50	6.25	11.11	40	16	36
4	34.62	37.04	27.27	42.31	40.74	40.91	7.69	11.11	9.09	15.38	11.11	22.73	26	27	22
5	40.74	39.13	28.57	29.63	21.74	37.14	14.81	13.04	11.43	14.81	26.09	22.86	27	23	35
6	40.00	33.33	34.48	25.00	33.33	13.79	15.00	20.00	13.79	20.00	13.33	37.93	20	15	29
All Grades	36.05	25.16	20.91	37.34	38.06	38.02	15.45	20.65	22.43	11.16	16.13	18.63	233	155	263

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.95	14.29	18.75	42.86	39.29	34.38	11.90	32.14	23.44	14.29	14.29	23.44	42	28	64
1	58.54	34.62	27.78	26.83	19.23	41.67	12.20	15.38	16.67	2.44	30.77	13.89	41	26	36
2	78.38	40.00	31.71	10.81	45.00	36.59	5.41	10.00	21.95	5.41	5.00	9.76	37	20	41
3	55.00	31.25	44.44	27.50	62.50	33.33	5.00	0.00	8.33	12.50	6.25	13.89	40	16	36
4	73.08	48.15	59.09	11.54	37.04	18.18	3.85	3.70	0.00	11.54	11.11	22.73	26	27	22
5	74.07	47.83	51.43	7.41	21.74	25.71	3.70	8.70	5.71	14.81	21.74	17.14	27	23	35
6	50.00	66.67	44.83	30.00	13.33	13.79	5.00	13.33	10.34	15.00	6.67	31.03	20	15	29
All Grades	58.80	38.71	36.12	23.61	33.55	30.80	7.30	12.90	14.45	10.30	14.84	18.63	233	155	263

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	7.14	7.81	21.43	25.00	31.25	47.62	53.57	45.31	11.90	14.29	15.63	42	28	64
1	9.76	15.38	16.67	53.66	23.08	44.44	24.39	23.08	19.44	12.20	38.46	19.44	41	26	36
2	18.92	10.00	9.76	62.16	55.00	51.22	16.22	30.00	19.51	2.70	5.00	19.51	37	20	41
3	15.00	6.25	5.56	17.50	18.75	22.22	45.00	56.25	47.22	22.50	18.75	25.00	40	16	36
4	15.38	11.11	9.09	34.62	40.74	31.82	26.92	33.33	31.82	23.08	14.81	27.27	26	27	22
5	14.81	13.04	5.71	22.22	21.74	22.86	37.04	30.43	37.14	25.93	34.78	34.29	27	23	35
6	10.00	13.33	13.79	20.00	33.33	13.79	40.00	13.33	27.59	30.00	40.00	44.83	20	15	29
All Grades	15.02	10.97	9.51	34.33	30.97	31.94	33.91	34.84	33.84	16.74	23.23	24.71	233	155	263

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	35.71	26.56	57.14	53.57	53.13	9.52	10.71	20.31	42	28	64
1	65.85	46.15	44.44	31.71	30.77	44.44	2.44	23.08	11.11	41	26	36
2	64.86	35.00	31.71	29.73	55.00	63.41	5.41	10.00	4.88	37	20	41
3	30.00	43.75	36.11	55.00	50.00	44.44	15.00	6.25	19.44	40	16	36
4	69.23	62.96	45.45	19.23	25.93	27.27	11.54	11.11	27.27	26	27	22
5	44.44	34.78	25.71	44.44	43.48	57.14	11.11	21.74	17.14	27	23	35
6	35.00	13.33	20.69	40.00	80.00	51.72	25.00	6.67	27.59	20	15	29
All Grades	48.93	40.65	31.94	40.77	45.81	50.57	10.30	13.55	17.49	233	155	263

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	0.00	9.38	45.24	75.00	57.81	19.05	25.00	32.81	42	28	64
1	56.10	11.54	19.44	36.59	50.00	66.67	7.32	38.46	13.89	41	26	36
2	83.78	63.16	43.90	10.81	31.58	41.46	5.41	5.26	14.63	37	19	41
3	75.00	43.75	52.78	12.50	50.00	33.33	12.50	6.25	13.89	40	16	36
4	73.08	55.56	68.18	19.23	33.33	9.09	7.69	11.11	22.73	26	27	22
5	77.78	65.22	74.29	3.70	8.70	8.57	18.52	26.09	17.14	27	23	35
6	85.00	66.67	48.28	0.00	20.00	20.69	15.00	13.33	31.03	20	15	29
All Grades	66.95	40.26	39.92	21.03	40.26	38.40	12.02	19.48	21.67	233	154	263

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	10.71	11.11	83.33	60.71	74.60	11.90	28.57	14.29	42	28	63
1	43.90	26.92	30.56	43.90	23.08	44.44	12.20	50.00	25.00	41	26	36
2	62.16	16.67	17.07	32.43	77.78	58.54	5.41	5.56	24.39	37	18	41
3	5.00	6.25	11.11	65.00	43.75	50.00	30.00	50.00	38.89	40	16	36
4	11.54	11.11	9.09	65.38	66.67	54.55	23.08	22.22	36.36	26	27	22
5	18.52	13.04	22.86	44.44	43.48	34.29	37.04	43.48	42.86	27	23	35
6	10.00	6.67	10.34	45.00	53.33	37.93	45.00	40.00	51.72	20	15	29
All Grades	23.61	13.73	16.03	55.36	52.29	53.44	21.03	33.99	30.53	233	153	262

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	17.86	32.81	42.86	75.00	45.31	23.81	7.14	21.88	42	28	64
1	9.76	12.00	13.89	82.93	64.00	69.44	7.32	24.00	16.67	41	25	36
2	21.62	25.00	31.71	72.97	70.00	56.10	5.41	5.00	12.20	37	20	41
3	20.00	18.75	14.29	62.50	75.00	71.43	17.50	6.25	14.29	40	16	35
4	15.38	11.11	27.27	57.69	77.78	40.91	26.92	11.11	31.82	26	27	22
5	14.81	17.39	14.29	66.67	56.52	57.14	18.52	26.09	28.57	27	23	35
6	15.00	13.33	24.14	70.00	80.00	41.38	15.00	6.67	34.48	20	15	29
All Grades	19.31	16.23	23.66	64.81	70.78	54.58	15.88	12.99	21.76	233	154	262

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 58.93% of the ELD students at Longden had scores of Well Developed or Moderately Developed proficiency skills on the Summative ELPAC in 2022-2023
- There was a 4.29% decrease of the ELD students at Longden that had scores of Well Developed or Moderately Developed proficiency skills on the Summative ELPAC from 2021-2022 to 2022-2023
- Of the 2 ELPAC Performance Areas (Oral Language and Written Language) in 2022-2023, Oral Language had the highest percentage (36.12%) of Well Developed proficiency skills

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
866	42.7	29.9	0.3
Total Number of Students enrolled in Longden Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	259	29.9
Foster Youth	3	0.3
Homeless	2	0.2
Socioeconomically Disadvantaged	370	42.7
Students with Disabilities	73	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.5
Asian	547	63.2
Filipino	13	1.5
Hispanic	200	23.1
Two or More Races	48	5.5
Pacific Islander	3	0.3
White	36	4.2

Conclusions based on this data:

1. Longden had an enrollment of 866 students in 2022-2023. Socioeconomically Disadvantaged (42.7%) and English Learners (29.9%) were our 2 highest student groups

2. The enrollment at Longden by Race/Ethnicity in 2022-2023 consisted of 63.2% Asian students, 23.1% Hispanic students, and 4.2% White students
3. Our Foster Youth and Homeless student groups combined are less than 1% of the student enrollment in 2022-2023

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Blue		

Conclusions based on this data:

1. The suspension rate at Longden is very low. It is a goal at Longden, and in the TCUSD, that other means of correction are used to address disciplinary matters whenever possible
2. ELA and Math CAASPP performance levels are in the Green Level
3. Chronic absenteeism is a concern at Longden. This is currently a SPSA goal

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 36.3 points above standard Decreased -6.5 points 488 Students	<p>English Learners</p>  Yellow 5.3 points above standard Decreased -14.8 points 196 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 7 points above standard Decreased -6.2 points 208 Students	<p>Students with Disabilities</p>  Yellow 51.4 points below standard Increased Significantly +22.7 points 56 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 55.9 points above standard Decreased -12.3 points 323 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.5 points below standard Increased +6.9 points 102 Students	73.1 points above standard Decreased -4.2 points 23 Students	 No Performance Color 0 Students	42.7 points above standard Increased Significantly +28 points 22 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.5 points below standard Increased +3.2 points 96 Students	59.8 points above standard Decreased Significantly -18.1 points 100 Students	42.6 points above standard Maintained +2.1 points 196 Students

Conclusions based on this data:

1. Our Asian student group, at 55.9 points above standard, is a strength at Longden on the 2023 CAASPP / ELA
2. Our Hispanic student group, at 28.5 points below standard, is a concern at Longden on the 2023 CAASPP / ELA
3. Our English Learner student group, at 51.5 points below standard, is a concern at Longden on the 2023 CAASPP / ELA

School and Student Performance Data

Academic Performance Mathematics

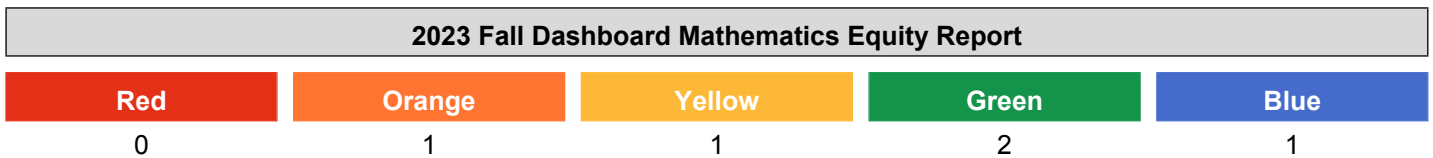
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 31.6 points above standard Maintained +1.1 points 488 Students	<p>English Learners</p>  Green 11.8 points above standard Maintained -1.3 points 196 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  Green 5.9 points above standard Maintained +0.4 points 208 Students	<p>Students with Disabilities</p>  Yellow 61.1 points below standard Increased Significantly +25 points 56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	 Blue 64.8 points above standard Increased +3.5 points 323 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.7 points below standard Decreased -3 points 102 Students	42.5 points above standard Increased +7.8 points 23 Students	 No Performance Color 0 Students	5.6 points above standard Increased +11.1 points 22 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
41.4 points below standard Maintained -0.4 points 96 Students	62.9 points above standard Increased +7.9 points 100 Students	24.9 points above standard Maintained +1.7 points 196 Students

Conclusions based on this data:

1. Our Asian student group, at 64.8 points above standard, is a strength at Longden on the 2023 CAASPP / Math
2. Our Hispanic student group, at 54.7 points below standard, is a concern at Longden on the 2023 CAASPP / Math
3. Our English Learner student group, at 41.4 points below standard, is a concern at Longden on the 2023 CAASPP / Math

School and Student Performance Data

Academic Performance English Learner Progress

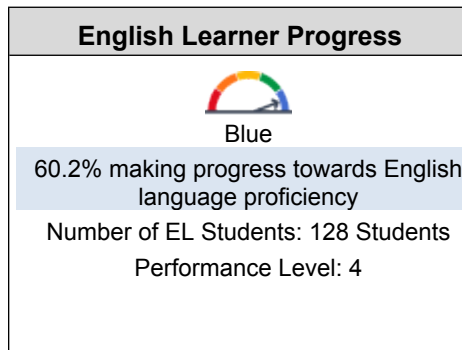
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
13	38	9	68

Conclusions based on this data:

1. 68% of our English Learners at Longden progressed at least one ELPI level on the 2023 ELPAC
2. 13% of our English Learners at Longden decreased one ELPI level on the 2023 ELPAC, which is a concern

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 12.7% Chronically Absent Declined Significantly -3.2 922 Students	English Learners Orange 14.6% Chronically Absent Increased 1.4 302 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Yellow 16.1% Chronically Absent Declined Significantly -6.8 429 Students	Students with Disabilities Red 27.7% Chronically Absent Maintained 0.2 94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>21.4% Chronically Absent</p> <p>Declined -20.2</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>5.1% Chronically Absent</p> <p>Declined -1.5</p> <p>593 Students</p>	<p>15.4% Chronically Absent</p> <p>Increased 15.4</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>30.5% Chronically Absent</p> <p>Declined Significantly -4.5</p> <p>203 Students</p>	<p></p> <p>Yellow</p> <p>14.5% Chronically Absent</p> <p>Declined -7.7</p> <p>55 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Orange</p> <p>26.8% Chronically Absent</p> <p>Declined -8.2</p> <p>41 Students</p>

Conclusions based on this data:

1. 12.7% Chronically Absent in 22-23, which is an improvement from 21-22
2. Our students with disabilities continue to have a high rate with 27.7% being Chronically Absent

School and Student Performance Data

Conditions & Climate Suspension Rate

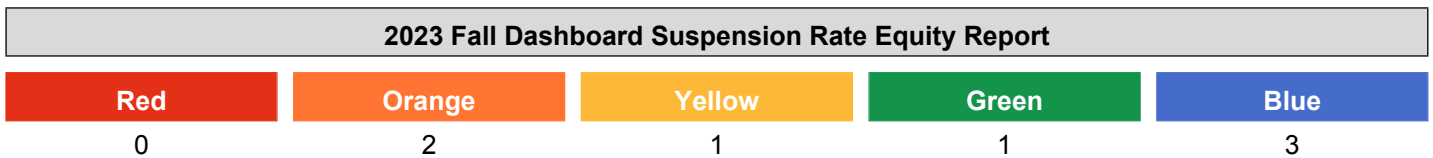
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Yellow	Less than 11 Students 3 Students
0.4% suspended at least one day	1% suspended at least one day	
Increased 0.3 930 Students	Increased 0.5 306 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Blue	 Blue
	0.2% suspended at least one day	0% suspended at least one day
	Maintained 0 431 Students	Declined -1.2 94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3 599 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.5 204 Students</p>	<p> Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 55 Students</p>	<p>Less than 11 Students 3 Students</p>	<p> Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4 41 Students</p>

Conclusions based on this data:

- The suspension rate at Longden is very low. However, it has increased from 0.1% to 0.4%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics based on California's Common Core State Standards

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 66% to 67%

Math will increase from 64% to 65%

Our English Learners identified as LTELS will decrease from 18% to 17%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Student Academic Outcomes

Support high-quality learning in the 21st century through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to college and career readiness and life-long success for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the Math and ELA performance of all students while closing the achievement gap for all subgroups.

Furthermore with fidelity, teachers to implement 30 minutes of designated ELD instruction daily.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math iReady Diagnostic Assessments (3 Total)	69% of all students scored proficient on the 22-23 end of the year Math I-Ready Assessment.	Percent Proficient Goal for each checkpoint/grade level: #1 - 70% #2 - 71% #3 - 72%
ELA iReady Diagnostic Assessments (3 Total)	70% of all students scored proficient on the 22-23 end of the year ELA I-Ready Assessment.	Percent Proficient Goal for each checkpoint/grade level: #1 - 71% #2 - 72% #3 - 73%
Math CAASPP/SBAC	64% of students scored proficient on the 22-23 Math CAASPP assessment.	Math will increase from 64% to 65%

ELA CAASPP/SBAC	66% of students scored proficient on the 22-23 ELA CAASPP assessment.	ELA will increase from 66% to 67%
Summative ELPAC	In 22-23 school year, 30 AR-LTELS, and 9 LTELS were reported.	Our English Learners will decrease in the number LTELS from 9 to 6.
ELA and Math California Dashboard	ELA Color: Green Math Color: Green	24-25 Expected ELA Color: Blue Growth Needed: 8.7 points 24-25 Expected Math Color: Blue Growth Needed: 3.4

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will have the opportunity to participate in universal access and evidence-based practices within their Tier I instructional programs. Students who need more support will receive Tier II or Tier III interventions during the school day. Other intervention opportunities may occur before or after school or during the summer.	All Students	35,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures a. Instructional Technology for student use 5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries b. Extra hours for after school intervention teachers 1,000 Title I Part A: Allocation 4000-4999: Books And Supplies c. Intervention supplies 15,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures d. Supplemental online materials 50,000 General Fund 4000-4999: Books And Supplies e. Instructional supplies for students and staff

			60,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries f. Intervention teacher (Substitute)
1.2	Students will have the opportunity to participate in enrichment activities and evidence-based practices within their Tier I instructional programs. Other enrichment opportunities may occur before school, after school, on weekends, or during the summer.	All Students	20,000 Title I Part A: Allocation 4000-4999: Books And Supplies g. supplemental learning supplies 30,488 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures h. Field Trips to support academic experiences
1.3	Students who are English Learners will be provided a minimum of 30 minutes of ELD during the school day. Additional supports will be provided to help students succeed with reaching reclassification criteria before promoting to middle school.	All Students	6,803 Title III 4000-4999: Books And Supplies i. Materials, supplies, and online programs to support English Learners and vocabulary development

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following strategies were fully implemented in Goal 1:

Strategy #3: This strategy was fully implemented and deemed successful in meeting the needs of our ELD population. Next year, this strategy will continue.

The following strategies were partially implemented in Goal 1:

Strategy #1: This strategy was partially implemented to attempt to meet the needs of our students that need intervention support. Next year, this strategy will continue, with the support of increasing the budget for intervention teachers after school.

Strategy #2: This strategy was partially implemented to attempt to meet the needs of our students that need enrichment support. Next year, this strategy will continue, with the support of increasing the budget for enrichment activities.

The following strategies were NOT implemented in Goal 1:

None

The following strategies were effective in Goal 1:
Strategy #1, #2, & #3
All 3 strategies are effective and will continue moving forward

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

Strategy 1:

Expenditures projected to be used were:

- Went over budget for extra hourly pay for our intervention teachers. We need to increase this budget for the 2024-2025 school year.
- Were under budget for technology supplies. We need to adjust this amount down, or find more supplies to use with our students for the 2024-2025 school year.
- Were under budget for intervention supplies. We need to adjust this amount down, or find more supplies to use with our students in our intervention programs for the 2024-2025 school year.

Strategy 2:

Expenditures projected to be used were:

- Were under budget for our supplemental learning supplies. We need to adjust this amount down, or find more supplies to use with our students for supplementary learning for the 2024-2025 school year.

Strategy 3:

Expenditures projected to be used were on budget and expect to allocate the same amount for the 2024-2025 school year.

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

When looking at our expected outcome for this goal, we made adequate progress in ELA and Math proficiency. For the 2024-2025 school year, more focus will be placed on improving our intervention programs for both ELA and Math. Emphasis will be placed on tracking student progress within our interventions, and using the data from that data tracking to make necessary adjustments to support student success. We will also focus on improving our designated ELD instruction, and identifying strategies that will continue to support student success for our ELL students. We will keep all 3 strategies for the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Staff, Students, and Family Engagement

Each grade level is committed to engaging our students throughout the day using Tier 1 engagement strategies and utilizing data during grade level collaboration. In the 23-24 school year, Longden will commit to Grade Level Data Talks 3 times a year to increase the number of students who are actively engaged throughout the day.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: Engagement

Create equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the number of opportunities provided for cross grade level collaboration in order to discuss and share student and family engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Implementation	Teacher Collaboration	Continue Professional Growth
Learning Walks	Teacher Collaboration	Continue Professional Growth
Attendance	Aeries Attendance Reports	Maintain 95% attendance
Family Engagement		Lunch on the Lawn Coffee with the Principal ELD Parent Meetings
Chronic Absenteeism	23-24 CA Dashboard Color: Yellow	24-25 Expected color: Green Goal for maximum number of chronically absent students: decline 2.7%
Grade Level Data Talks	Teacher Collaboration	Continue Professional Growth

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Our school will create an engaging environment for staff, students, and families. We will provide Professional Development and professional growth for staff to ensure students receive high-quality research-based instruction using the CCSS and Professional Learning Communities. Professional Learning Community (PLC) practices will reinforce the importance of teacher collaboration, the use of data to assess student learning,	All Students	4,000 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures a. Professional development costs including travel and lodging 13,160 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries b. Grade Level Data Talks, Learning Walks, SEL, PBIS
2.2	Our school will create an engaging environment for families. Families will have engagement opportunities throughout the year to help build relationships with school staff and connect to student learning.	All Students	2,343 Title I Part A: Parent Involvement 4000-4999: Books And Supplies c. Parent education and information, following our Parent Involvement Policy, which includes light refreshments 50,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries d. Community Liaison 50,000 Facilities 5000-5999: Services And Other Operating Expenditures e. Collaborative materials for student and parent engagement for digital marquee
2.3	Our school will create an engaging environment for students. Students will have opportunities for high, quality engagement activities within the classroom and through school events, which will lead to an increase in daily attendance and decrease chronic absenteeism.	All students	5,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

			f. Collaborative materials for student engagement in the classroom
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following strategies were fully implemented in Goal 1:
 Strategy #2: This strategy was fully implemented to provide an engaging environment for our families at Longden. Next year, this strategy will continue.
 Strategy #3: This strategy was fully implemented to provide an engaging environment for our students at Longden. Next year, this strategy will continue.

The following strategies were partially implemented in Goal 1:
 Strategy #1: This strategy was partially implemented to attempt to meet the professional needs of our teachers at Longden. Grade-level data talks were very successful, but more efforts need to be placed on more professional development opportunities. Next year, this strategy will continue, with the support of increasing the budget for professional development for teachers.

The following strategies were NOT implemented in Goal 1:
 None

The following strategies were effective in Goal 1:
 Strategy #1, #2, & #3
 All 3 strategies are effective and will continue moving forward

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

Strategy 1:
 Expenditures projected to be used were on budget and expect to allocate the same amount for the 2024-2025 school year.

Strategy 2:
 Expenditures projected to be used were on budget and expect to allocate the same amount for the 2024-2025 school year.

Strategy 3:
 Expenditures projected to be used were:

- Went over budget for collaborative materials for student engagement in the classroom. We need to increase this budget for the 2024-2025 school year.

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

When looking at our expected outcome for this goal, we made adequate progress in providing an engaging environment for our students, our staff, and our parents at Longden. For the 2024-2025 school year, continued focus will be placed on our overall engaging environment at Longden to increase even more on that connection. We will keep all 3 strategies for the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

According to 1.12 on the TFI Discipline Data matrix, our school will implement the PBIS Rewards to allow for instantaneous access to discipline data. The data will be utilized by teachers, counselors, and administrators. This is necessary for Longden to achieve Gold status for the 23-24 PBIS Award.

Longden to continue the implementation of our School Safety Plan.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 3: School Climate

Create innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the resources and supports necessary to provide a safe and encouraging environment for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory (TFI)	Section 1.12 - Discipline Data	Gold status for 23-24 school year
Discipline Data	Aeries Discipline Reports	Decrease the percentage of student suspensions
California Dashboard	Chronic Absenteeism	Decrease the percentage of chronic absenteeism from 16% to 15%
CA Dashboard Suspensions	23-24 Suspension color: Green Student groups to monitor: two or more races; white	24-25 Color Goal: Blue Goal for Maximum number of suspended students: 5 students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our school will implement Positive Behavior Interventions and Supports (PBIS) in order to improve positive relationships across the campus and decrease the number of disciplinary referrals.	All Students	<p>15,000 Title I Part A: Allocation 4000-4999: Books And Supplies a. Spirit assembly awards, PBIS Rewards app, SEL lessons, PBIS Tiger Strip incentives (instructional materials)</p> <p>The school will support teachers in providing students with incentives, conducting enrichment activities, and using various means to enhance student engagement and support the social emotional needs of all students. This will include culturally responsive assemblies, SEL lessons, PBIS incentives, and the PBIS app.</p> <p>1,000 General Fund 4000-4999: Books And Supplies b. PBIS Tiger Stripe store supplies</p> <p>The school will support teachers in providing students with incentives, conducting enrichment activities, and using various means to enhance student engagement and support the social emotional needs of all students. This will include culturally responsive assemblies, SEL lessons, PBIS incentives, and the PBIS app.</p> <p>5,000 Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries c. PBIS Committee</p>

3.2	Provide opportunities to support the social-emotional learning needs of our students and improve the overall mental health awareness on the school campus.	All Students	3,000 Title I Part A: Allocation 4000-4999: Books And Supplies d. Counselor supplies to support SEL lessons; wellness messages 3,000 General Fund 4000-4999: Books And Supplies e. Wellness supplies
3.3	Create an school environment that is safe and welcoming to our staff, students, and families.	All Students	20,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures f. Positive messages/murals throughout campus

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following strategies were fully implemented in Goal 1:

Strategy #3: This strategy was fully implemented and deemed successful in keeping all students and staff safe at Longden. Next year, this strategy will continue.

The following strategies were partially implemented in Goal 1:

Strategy #1: This strategy was partially implemented to support or school-wide PBIS program. Next year, this strategy will continue, with the support of increasing the budget for PBIS supplies.

Strategy #2: This strategy was partially implemented to attempt to meet the social-emotional needs of our students at Longden. Next year, this strategy will continue, with the support of increasing the budget for social-emotional activities.

The following strategies were NOT implemented in Goal 1:

None

The following strategies were effective in Goal 1:

Strategy #1, #2, & #3

All 3 strategies are effective and will continue moving forward

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

Strategy 1:

Expenditures projected to be used were:

- Were under budget for PBIS supplies. We need to adjust this amount down, or find more PBIS supplies for the 2024-2025 school year.

Strategy 2:

Expenditures projected to be used were on budget and expect to allocate the same amount for the 2024-2025 school year.

Strategy 3:

Expenditures projected to be used were on budget and expect to allocate the same amount for the 2024-2025 school year.

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

When looking at our expected outcome for this goal, we made adequate progress in supporting the discipline protocols at Longden. For the 2024-2025 school year, continued focus will be placed on our overall PBIS program at Longden. We will keep all 3 strategies for the 2024-2025 school year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$202,335.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,794.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A: Allocation	\$199,488.00
Title I Part A: Parent Involvement	\$2,343.00
Title II Part A: Improving Teacher Quality	\$17,160.00
Title III	\$6,803.00
Title IV Part A: Student Support and Academic Enrichment	\$5,000.00

Subtotal of additional federal funds included for this school: \$230,794.00

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 (\$)
Facilities	\$50,000.00
General Fund	\$54,000.00
LCFF - Supplemental	\$60,000.00

Subtotal of state or local funds included for this school: \$164,000.00

Total of federal, state, and/or local funds for this school: \$394,794.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	86,660	32,660.00
Title I Part A: Allocation	199,488	0.00
Title I Part A: Parent Involvement	2,343	0.00
Title III	6,803	0.00
Title II Part A: Improving Teacher Quality	17,160	0.00
LCFF - Supplemental		

Expenditures by Funding Source

Funding Source	Amount
Facilities	50,000.00
General Fund	54,000.00
LCFF - Supplemental	60,000.00
Title I Part A: Allocation	199,488.00
Title I Part A: Parent Involvement	2,343.00
Title II Part A: Improving Teacher Quality	17,160.00
Title III	6,803.00
Title IV Part A: Student Support and Academic Enrichment	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	83,160.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	102,146.00
5000-5999: Services And Other Operating Expenditures	159,488.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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5000-5999: Services And Other Operating Expenditures	Facilities	50,000.00
4000-4999: Books And Supplies	General Fund	54,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	50,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	39,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	105,488.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,343.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	13,160.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,000.00
4000-4999: Books And Supplies	Title III	6,803.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,291.00
Goal 2	124,503.00
Goal 3	47,000.00

School Site Council Membership

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

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

Name of Members	Role
Kyle Bender	Principal
Stephanie Unger-Rodriguez	Other School Staff
Marilyn Espinosa	Classroom Teacher
Tina Jones	Classroom Teacher
Greg Shahoian	Classroom Teacher
Jun Xuan	Parent or Community Member
Ondrea Knutte	Parent or Community Member
Jennifer Ramirez	Parent or Community Member
Heidi Santos	Parent or Community Member
Jo Woo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2024.

Attested:



Principal, Kyle Bender on 5/21/2024



SSC Chairperson, Tina Jones (Vice Chairperson) on 5/21/2024

Title I, Part A School-Level Parent and Family Engagement Policy

Longden School 24-25

Longden with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]). This is achieved through educational partners involvement within the School Site Council (SSC) and English Language Advisory Council (ELAC).

Parents/Guardians may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]) by attending SSC meetings or giving input at the annual needs assessment meeting.

TCUSD has a district-level parent and family engagement policy that applies to all parents and family members in all schools served by the district, and how the district may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]). To involve parents and family members in this process, Longden has representatives that attend the District's Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC).

If parents and family members find that the plan under ESSA Section 1112 is not satisfactory, parents may share these concerns at SSC, ELAC, DELAC, PAC, at the annual needs assessment meeting, or at a Board of Education meeting. If the suggestions are not made to the plan, the district shall submit the parent comments with the plan when the district submits the plan to the State (ESSA Section 1116[b][4]).

Longden holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]). This information may be shared at PTA, Coffee with the Principal, SSC, ELAC and through a virtual meeting. Through these engagement opportunities, the school offers a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]).

By participating in ELAC or SSC, parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and

improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3

Longden provides parents and family members a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards through Back to School Night presentations, the School Plan for Student Achievement (SPSA), and the parent handbook; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C

If an educational partner believes that the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, the parent/guardian may submit comments on the plan when the school makes the plan available to the Board of Education in July at the scheduled Board meeting (ESSA Section 1116[c][5

Longden's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the first day of school through by posting it on the district website and notifying families through ParentSquare that they may review it digitally or request a copy from the school office.



Family-School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed-upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

School Staff Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Teach classes through interesting and challenging lessons to promote student achievement.
- Endeavor to motivate my students to learn in a positive, nurturing way.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm and caring learning environment where students feel safe.
- Provide meaningful homework assignments that reinforce and extend learning.
- Participate in professional development opportunities that improve teaching/learning.
- Actively participate in collaborative decision making and consistently work with families and colleagues to make school accessible and welcoming.
- Respect every single person every day, including students, staff, and families.
- Will abide by school safety procedures.

Student Pledge

I agree to:

- Be Kind.
- Be Safe.
- Be Responsible.

Parent Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Ensure that my child attends school every day and on time, gets adequate sleep, proper nutrition, and medical attention (as needed).
- Read to my child or encourage reading every day.
- Regularly checking ParentSquare for school and district information.
- Provide a quiet time and place for homework.
- Regularly monitor my child's progress in school.
- Participate in school activities such as school decision making, volunteering, and attending parent/teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect every single person every day, including students, staff, and families.
- Monitor my child's screen time and content.

Please sign and return this bottom portion to school. Thank you!

Longden Family-School Compact Affirmed by:

Student's Name: _____ Parent's Signature: _____

Teacher's Signature: _____ Principal: _____