

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henry W. Longfellow Elementary School	19-64881-6021679	May 28, 2025	

Purpose and Description

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

Schoolwide Program

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

We looked at CAASPP DATA, California Dashboard, Benchmark data, and ELPAC data to identify student and school needs and come up with reachable goals and effective strategies. In addition, as a Community school and Magnet school we aligned priorities for these programs with SPSA goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The ELAC committee was given opportunities to give input at monthly meeting on April 3, 2025.
A Magnet Advisory/Community Schools Meeting was held on Feb. 14, 2025
A teacher survey was done on April 28th, 2025.
Parent Interviews

Resource Inequities

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

Parents request more aides in the classroom and smaller class sizes

School Vision and Mission

ision-Longfellow Spanish Language and Cross-Cultural Awareness Magnet is an inclusive community that aspires to develop an environment of responsible multilingual scholars who practice empathy and are contributing global citizens that have confidence in themselves and an appreciation for others. As resilient lifelong learners, they are creative and innovative in solving problems for themselves and their world.

Mission-At Longfellow Spanish Language and Cross-Cultural Awareness Magnet, our mission is to cultivate an inclusive, caring learning community where students become engaged learners, fostered by their perseverance, courageous expression, and commitment to kindness. Through a rigorous curriculum that facilitates critical thinking and advocacy, students become catalysts for positive change. We are committed to nurturing individuals who actively contribute to their community by displaying empathy, confidence, and awareness of others' perspectives.

School Profile

Longfellow Magnet is a Spanish Language and Cross Cultural Awareness Magnet. Students can learn Spanish in the Dual Language Immersion Program or through Spanish exposure lessons once a week. All students participate in Cross Cultural Awareness lessons that help facilitate global citizenship traits. The Cross-Cultural Awareness theme is integrated into all parts of the curriculum including weekly music and art lessons. Students showcase their learning in the student-curated museum and classrooms. We facilitate opportunities for families to be part of their students' learning experiences and provide multiple opportunities for volunteering.

Longfellow offers a Spanish Dual Language Immersion Program that follows the 90/10 model. In the Immersion Program (DLIP) beginning in TK and kindergarten, 90% of the instruction is in Spanish and 10% in English. Each year the English percentage increases by 10% and the Spanish decreases. We have a partnership with the Pasadena Conservatory of Music that provides music instruction for students in TK-3rd grade once a week and twice a week for 4th and 5th grade students. Students get art once a week with the art teacher. We have a library coordinator who provides library visits every other week for students and a calm room with a wellness teacher. We cultivate classrooms where all students feel safe and included. Instruction is engaging and relevant in incorporating cooperative structures and brain breaks.

Some of our Community Partners are:

Pasadena Conservatory of Music

Reading Partners

Light Bringer Project

We currently have 543 students in TK-5th grade. 81% of our students are socioeconomically disadvantaged, 22% are English Learners, 76 percent are Hispanic, 12% are black, and 7% are white.

School and Student Performance Data

Student Enrollment 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	0.17%	0%	%	1	0	0
African American	10.65%	11.44%	12.07%	61	61	66
Asian	0.70%	0.19%	0.73%	4	1	4
Filipino	1.22%	0.94%	1.10%	7	5	6
Hispanic/Latino	77.49%	77.11%	75.87%	444	411	415
Pacific Islander	0.17%	0.19%	0.18%	1	1	1
White	5.93%	7.13%	6.95%	34	38	38
Multiple/No Response	2.09%	1.5%	2.19%	12	8	12
Total Enrollment				573	533	547

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	116	106	97
Grade 1	93	97	80
Grade 2	86	86	92
Grade3	80	77	84
Grade 4	90	79	72
Grade 5	108	88	78
Total Enrollment	573	533	547

Conclusions based on this data:

1. Pasadena is very expensive to live in for families.
2. Enrollment in 24-25 stayed the same at 547 even after the fires.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	159	132	120	25.1%	27.7%	21.9%
Fluent English Proficient (FEP)	90	86	89	19.2%	15.7%	16.3%
Reclassified Fluent English Proficient (RFEP)			5	5.7%		4%

Conclusions based on this data:

1. Our English Learner enrollment is dropping.
2. Last school year we did not reclassify many students due to the way the test was administered.
3. On the 2023 ELPAC the number of students making progressed decreased due to the administration of the test, however English Learners made progress in both ELA and math on the 2023 CAASPP assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	83	78	85	83	77	84	83	77	84	100.0	98.7	98.8
Grade 4	90	81	68	90	81	68	90	81	68	100.0	100.0	100
Grade 5	111	90	81	109	89	81	109	89	81	98.2	98.9	100
All Grades	284	249	234	282	247	233	282	247	233	99.3	99.2	99.6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2414.	2437.	25.30	22.08	27.38	22.89	15.58	27.38	30.12	27.27	23.81	21.69	35.06	21.43
Grade 4	2473.	2493.	2451.	28.89	34.57	25.00	17.78	24.69	11.76	25.56	16.05	26.47	27.78	24.69	36.76
Grade 5	2456.	2501.	2505.	8.26	19.10	13.58	25.69	28.09	39.51	24.77	28.09	25.93	41.28	24.72	20.99
All Grades	N/A	N/A	N/A	19.86	25.10	21.89	22.34	23.08	27.04	26.60	23.89	25.32	31.21	27.94	25.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.87	18.18	22.62	67.47	58.44	63.10	15.66	23.38	14.29
Grade 4	17.78	25.93	20.59	67.78	59.26	57.35	14.44	14.81	22.06
Grade 5	11.93	17.98	14.81	65.14	58.43	66.67	22.94	23.60	18.52
All Grades	15.25	20.65	19.31	66.67	58.70	62.66	18.09	20.65	18.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.48	11.69	10.71	56.63	57.14	69.05	22.89	31.17	20.24
Grade 4	18.89	13.58	5.88	60.00	70.37	58.82	21.11	16.05	35.29
Grade 5	7.34	12.36	18.52	52.29	67.42	62.96	40.37	20.22	18.52
All Grades	14.89	12.55	12.02	56.03	65.18	63.95	29.08	22.27	24.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.25	23.38	16.67	77.11	62.34	77.38	9.64	14.29	5.95
Grade 4	10.00	18.52	10.29	80.00	71.60	72.06	10.00	9.88	17.65
Grade 5	11.93	16.85	16.05	73.39	65.17	71.60	14.68	17.98	12.35
All Grades	11.70	19.43	14.59	76.60	66.40	73.82	11.70	14.17	11.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.89	9.09	26.19	57.83	71.43	53.57	19.28	19.48	20.24
Grade 4	17.78	22.22	17.65	71.11	65.43	66.18	11.11	12.35	16.18
Grade 5	11.93	21.35	14.81	62.39	64.04	71.60	25.69	14.61	13.58
All Grades	17.02	17.81	19.74	63.83	66.80	63.52	19.15	15.38	16.74

Conclusions based on this data:

1. The number of students meeting or exceeding standard in 4th and 5th grade dropped from 22-23 bring our overall number down for the 23-24 school year.
2. Our largest group again was in the near or at standard range with 74% of the students in 23-24. In addition the number of students dropped in the below standard range from 14% to 12 %.
3. Writing is an area we need to work on with only 12% of students scoring above standard., specifically in regards to students making claims and citing evidence for their reasoning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	83	78	85	83	78	85	83	78	85	100.0	100.0	100
Grade 4	90	81	68	90	81	68	90	81	68	100.0	100.0	100
Grade 5	111	90	81	109	90	81	109	90	81	98.2	100.0	100
All Grades	284	249	234	282	249	234	282	249	234	99.3	100.0	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.	2437.	2443.	20.48	28.21	23.53	30.12	20.51	29.41	28.92	25.64	25.88	20.48	25.64	21.18
Grade 4	2469.	2492.	2470.	22.22	23.46	20.59	21.11	28.40	19.12	33.33	32.10	36.76	23.33	16.05	23.53
Grade 5	2425.	2487.	2480.	4.59	16.67	13.58	8.26	14.44	9.88	23.85	34.44	38.27	63.30	34.44	38.27
All Grades	N/A	N/A	N/A	14.89	22.49	19.23	18.79	20.88	19.66	28.37	30.92	33.33	37.94	25.70	27.78

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.48	26.92	31.76	55.42	43.59	45.88	24.10	29.49	22.35
Grade 4	16.67	24.69	17.65	56.67	51.85	51.47	26.67	23.46	30.88
Grade 5	4.59	15.56	11.11	45.87	51.11	60.49	49.54	33.33	28.40
All Grades	13.12	22.09	20.51	52.13	49.00	52.56	34.75	28.92	26.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.07	33.33	25.88	71.08	51.28	56.47	10.84	15.38	17.65
Grade 4	23.33	24.69	20.59	53.33	60.49	52.94	23.33	14.81	26.47
Grade 5	3.67	15.56	9.88	41.28	56.67	60.49	55.05	27.78	29.63
All Grades	14.18	24.10	18.80	53.90	56.22	56.84	31.91	19.68	24.36

Conclusions based on this data:

1. Overall the number of students exceeding or meeting standard dropped by 2% from the prior year.
2. We see a big drop from 3rd to 5th grade scores by almost 29% in the number of students scoring at or above standard. As math concepts get more difficult, gaps in students knowledge become more pronounced. In addition, students need additional practice with problem solving and explaining their reasoning. Data chats to get student buy in would also be beneficial.
3. The number of students not meeting standard increased by 2% from the prior year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1434.5	1380.1	1454.8	1452.5	1376.5	1483.7	1392.1	1388.3	1386.9	20	21	29
1	1443.6	1430.4	1410.7	1457.1	1443.4	1440.4	1429.6	1416.8	1380.2	27	17	12
2	1475.3	1477.3	1469.9	1485.2	1473.4	1471.1	1464.8	1480.8	1468.2	25	24	18
3	1501.8	1475.6	1522.3	1498.3	1484.4	1529.9	1504.9	1466.4	1514.2	19	27	24
4	1544.9	1514.2	1531.9	1554.7	1514.1	1539.0	1534.5	1513.8	1524.3	20	15	22
5	1537.8	1512.7	1542.0	1551.3	1522.0	1546.5	1523.9	1503.0	1537.1	24	11	16
All Grades										135	115	121

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	9.52	58.62	45.00	28.57	13.79	25.00	33.33	17.24	10.00	28.57	10.34	20	21	29
1	7.41	0.00	0.00	29.63	17.65	25.00	44.44	64.71	50.00	18.52	17.65	25.00	27	17	12
2	4.00	4.17	16.67	48.00	41.67	44.44	36.00	54.17	16.67	12.00	0.00	22.22	25	24	18
3	21.05	7.41	29.17	36.84	25.93	50.00	36.84	48.15	16.67	5.26	18.52	4.17	19	27	24
4	45.00	13.33	27.27	40.00	53.33	59.09	15.00	33.33	13.64	0.00	0.00	0.00	20	15	22
5	25.00	27.27	50.00	33.33	36.36	31.25	37.50	27.27	6.25	4.17	9.09	12.50	24	11	16
All Grades	19.26	8.70	33.88	38.52	33.04	37.19	33.33	45.22	18.18	8.89	13.04	10.74	135	115	121

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	0.00	65.52	40.00	42.86	13.79	25.00	28.57	10.34	5.00	28.57	10.34	20	21	29
1	22.22	17.65	41.67	18.52	29.41	16.67	48.15	35.29	16.67	11.11	17.65	25.00	27	17	12
2	36.00	4.17	33.33	36.00	66.67	44.44	12.00	29.17	5.56	16.00	0.00	16.67	25	24	18
3	26.32	29.63	70.83	52.63	37.04	20.83	15.79	14.81	4.17	5.26	18.52	4.17	19	27	24
4	85.00	40.00	59.09	10.00	53.33	40.91	5.00	6.67	0.00	0.00	0.00	0.00	20	15	22
5	41.67	54.55	68.75	54.17	36.36	18.75	0.00	0.00	0.00	4.17	9.09	12.50	24	11	16
All Grades	39.26	20.87	58.68	34.81	45.22	25.62	18.52	20.87	5.79	7.41	13.04	9.92	135	115	121

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	9.52	6.90	10.00	9.52	44.83	65.00	61.90	31.03	20.00	19.05	17.24	20	21	29
1	3.70	0.00	0.00	14.81	17.65	0.00	48.15	35.29	33.33	33.33	47.06	66.67	27	17	12
2	0.00	4.17	11.11	40.00	37.50	38.89	44.00	50.00	22.22	16.00	8.33	27.78	25	24	18
3	10.53	0.00	12.50	42.11	14.81	50.00	31.58	37.04	33.33	15.79	48.15	4.17	19	27	24
4	5.00	6.67	4.55	60.00	20.00	50.00	25.00	53.33	40.91	10.00	20.00	4.55	20	15	22
5	8.33	9.09	6.25	20.83	18.18	37.50	50.00	54.55	37.50	20.83	18.18	18.75	24	11	16
All Grades	5.19	4.35	7.44	30.37	20.00	40.50	44.44	47.83	33.06	20.00	27.83	19.01	135	115	121

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	23.81	48.28	60.00	47.62	41.38	10.00	28.57	10.34	20	21	29
1	33.33	29.41	50.00	62.96	52.94	25.00	3.70	17.65	25.00	27	17	12
2	28.00	20.83	38.89	64.00	79.17	44.44	8.00	0.00	16.67	25	24	18
3	47.37	25.93	33.33	47.37	62.96	62.50	5.26	11.11	4.17	19	27	24
4	50.00	33.33	31.82	40.00	60.00	68.18	10.00	6.67	0.00	20	15	22
5	12.50	9.09	43.75	66.67	81.82	43.75	20.83	9.09	12.50	24	11	16
All Grades	32.59	24.35	40.50	57.78	63.48	49.59	9.63	12.17	9.92	135	115	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	4.76	75.86	60.00	47.62	13.79	10.00	47.62	10.34	20	21	29
1	14.81	5.88	25.00	62.96	76.47	50.00	22.22	17.65	25.00	27	17	12
2	36.00	8.33	44.44	52.00	87.50	38.89	12.00	4.17	16.67	25	24	18
3	52.63	33.33	83.33	31.58	48.15	12.50	15.79	18.52	4.17	19	27	24
4	90.00	33.33	86.36	10.00	66.67	13.64	0.00	0.00	0.00	20	15	22
5	95.83	72.73	81.25	0.00	18.18	6.25	4.17	9.09	12.50	24	11	16
All Grades	51.85	22.61	70.25	37.04	60.00	19.83	11.11	17.39	9.92	135	115	121

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	9.52	3.45	75.00	66.67	86.21	20.00	23.81	10.34	20	21	29
1	11.11	0.00	0.00	40.74	47.06	41.67	48.15	52.94	58.33	27	17	12
2	0.00	8.33	0.00	84.00	75.00	66.67	16.00	16.67	33.33	25	24	18
3	5.26	0.00	8.33	57.89	48.15	70.83	36.84	51.85	20.83	19	27	24
4	10.00	6.67	13.64	70.00	73.33	63.64	20.00	20.00	22.73	20	15	22
5	12.50	27.27	12.50	29.17	36.36	62.50	58.33	36.36	25.00	24	11	16
All Grades	7.41	6.96	6.61	58.52	59.13	68.60	34.07	33.91	24.79	135	115	121

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	33.33	27.59	60.00	42.86	51.72	25.00	23.81	20.69	20	21	29
1	0.00	0.00	0.00	70.37	76.47	50.00	29.63	23.53	50.00	27	17	12
2	4.00	20.83	27.78	72.00	75.00	55.56	24.00	4.17	16.67	25	24	18
3	31.58	3.70	25.00	68.42	70.37	70.83	0.00	25.93	4.17	19	27	24
4	45.00	20.00	13.64	55.00	73.33	81.82	0.00	6.67	4.55	20	15	22
5	41.67	9.09	31.25	50.00	81.82	56.25	8.33	9.09	12.50	24	11	16
All Grades	21.48	14.78	22.31	62.96	68.70	61.98	15.56	16.52	15.70	135	115	121

Conclusions based on this data:

1. The overall performance of students scoring at level 4 increased considerably from 9% to 34%. The number of 5th grades students scoring at level 4 increased to 50%. 67% of students were at levels 3 and 4.
2. Overall, only 7% of students were at level 4 in ready, however 69% were at level 3.
3. The percent of students scoring at level 4 in writing increased 7%.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	80.8%	21.9%	0.4%
Total Number of Students enrolled in Henry W. Longfellow Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	21.9%
Foster Youth	2	0.4%
Homeless	26	4.8%
Socioeconomically Disadvantaged	442	80.8%
Students with Disabilities	64	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	12.1%
American Indian	0	0.0%
Asian	4	0.7%
Filipino	6	1.1%
Hispanic	415	75.9%
Two or More Races	12	2.2%
Pacific Islander	1	0.2%
White	38	6.9%

Conclusions based on this data:

1. Hispanic students and Socioeconomically disadvantaged students remain are biggest groups.

2. Our percent of black students is significant.

3. Our overall enrollment has stayed stable.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We declined by 2% in math and stayed the same in ELA.
2. Our chronic absenteeism rate improved, but still needs a lot of improvement.
3. Our English Learner progress improved significantly,

School and Student Performance Data

Academic Performance English Language Arts

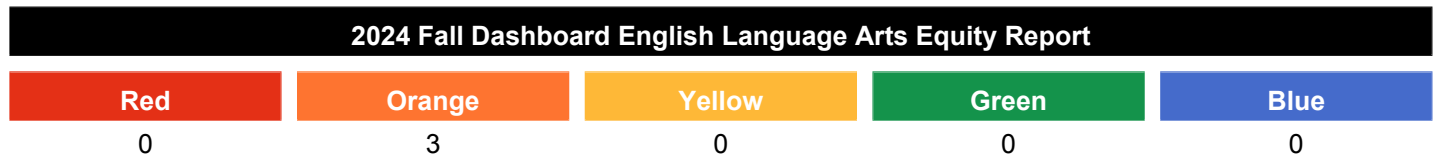
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 1.0 points below standard Declined 4.8 points 224 Students	English Learners  Orange 25.0 points below standard Maintained 2.8 points 83 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 10.9 points below standard Declined 5.1 points 203 Students

Students with Disabilities  No Performance Color 74.4 points below standard Declined 24.7 points 27 Students	African American  No Performance Color 32.3 points below standard Increased 9.0 points 23 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 5.5 points below standard Declined 6.1 points 181 Students
Two or More Races  No Performance Color Less than 11 Students 3 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 84.2 points above standard Declined 5.4 points 12 Students

Conclusions based on this data:

1. Overall students decline by 4.8 points in ELA with an average of 1 point below standard.
2. Black students increased for the second year in a row, this year by 9 points, however they are still scoring 32 points below standard.
3. English Learns maintained their progress from the previous year.

School and Student Performance Data

Academic Performance Mathematics

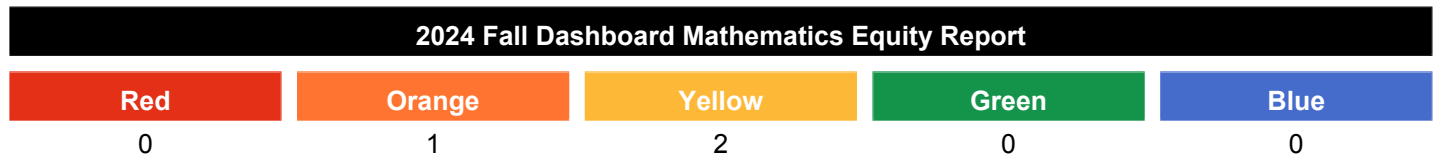
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 16.0 points below standard Declined 7.0 points 225 Students	English Learners  Yellow 27.0 points below standard Increased 3.9 points 84 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Orange 25.1 points below standard Declined 8.7 points 204 Students

Students with Disabilities  No Performance Color 60.1 points below standard Declined 28.4 points 27 Students	African American  No Performance Color 58.1 points below standard Declined 14.2 points 23 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 20.0 points below standard Declined 8.2 points 182 Students
Two or More Races  No Performance Color Less than 11 Students 3 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 82.4 points above standard Increased 4.8 points 12 Students

Conclusions based on this data:

1. Over all students declined by 7 points in math and averaging 16 points below standard on the 2024 CAASPP.
2. English Learners increased by 3.9 points from the prior year.
3. We had an overall decline of 4% in math on the 2024 CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
79.3% making progress.	making progress.
Number Students: 82 Students	Number Students: 0 Students

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.

2024 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
4.9%	15.9%	0%	79.3%

Conclusions based on this data:

1. We had a significant increase in the number fo students who made progress on the ELPAC. 79% of EL students increased by at least 1 level.
2. only 4.9% has a decrease or 5 students,
3. 15.9% of EL students maintained there level or 19 students.

School and Student Performance Data

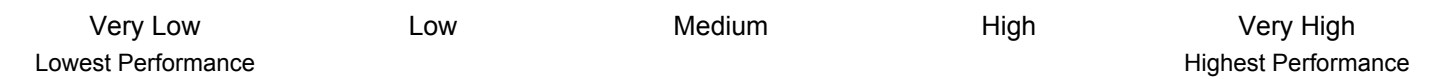
Academic Performance College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

25% Chronically Absent

Declined 4.1

575 Students

English Learners



Orange

20.9% Chronically Absent

Declined 4.4

129 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Homeless



Orange

34.2% Chronically Absent

Declined 19.3

38 Students

Socioeconomically Disadvantaged



Orange

28.2% Chronically Absent

Declined 2.6

476 Students

Students with Disabilities  Red 37.3% Chronically Absent Increased 1.2 75 Students	African American  Red 38.4% Chronically Absent Increased 0.9 73 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Yellow 24.5% Chronically Absent Declined 3.7 433 Students
Two or More Races  No Performance Color 31.6% Chronically Absent Declined 9.6 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 5.1% Chronically Absent Declined 15.9 39 Students

Conclusions based on this data:

1. Overall Chronic Absenteeism declined by 4.1 points.
2. All subgroups had a decline in chronic absenteeism with the exception of students with disabilities and black students.
3. Resources like the Calm room, Wellness Teacher, and the community advocate help to support students in coming to school.

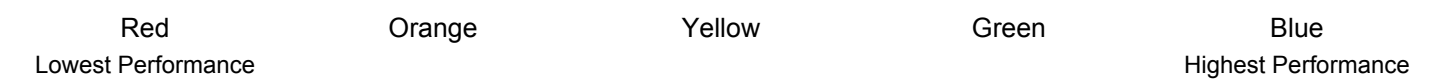
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

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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 students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

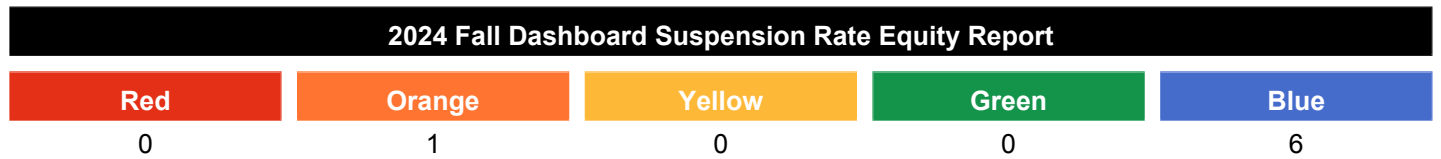
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Maintained 0% 592 Students	English Learners  Blue 0% suspended at least one day Declined 0.7% 132 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  Orange 2.3% suspended at least one day Increased 2.3% 44 Students	Socioeconomically Disadvantaged  Blue 0.2% suspended at least one day Maintained 0% 491 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 79 Students	African American  Blue 0% suspended at least one day Maintained 0% 73 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Blue 0.2% suspended at least one day Maintained 0% 448 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 41 Students

Conclusions based on this data:

1. We continue to find other means of correction for students other than suspension.
2. The Positive Schoolwide Behavior system we have in place is working.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

38% of students in grades k-5 will score at grade level or above on the iReady Math Diagnostic 2 assessment in January 2026 and 45% at or above grade level on the D3 diagnostic in May 2026. In addition, students in grades 3-5 will increase by 10 points on the 2026 math CAASPP to reach 6 points below standard and maintain the green level status.

Identified Need

On the iReady diagnostic 2 in math, only 33% of students scored at grade level or above. 53% scored one grade level below and 14% scored 2 or more grade levels below.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady math Diagnostic 2 Jan. 2026 and Diagnostic 3 May 2026	33% of students in grades k-5 were at grade level or above on the D2 in March 2025	38% of students in grades k-5 will be at grade level on the D2 in Jan 2026 and 45% at grade level by D3 in May 2026
CAASPP/ California Dashboard	students in grades 3-5 are 16 points below standard on CAASPP 2024	Students in grades 3-5 will increase by 10 points to reach 6 points below standard on the math CAASPP assessment in 2026

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Overall strategies were effective and students made growth. From D1 to D2 the percent of students scoring at grade level jumped from 11% to 33%. The number of students scoring 2 or more grades below dropped from 30% to 15%. The professional development that we facilitated in September went over the use of the iReady slides along with routines and the Try-discuss-connect routines. All teachers used the iReady slides during instruction and about 50% used the try-discuss-connect routines or other methods to facilitate student discourse. iReady practice occurs on a regular basis. We noted that though the practice is happening, however not all students are passing the lessons and require some teacher intervention. Data Analysis meetings have been successful and allowed teachers to identify areas in data where reteaching or alternative strategies were necessary. Anchor charts are used in almost all classrooms for math. Teachers use white boards for student engagement and to check for understanding. The December Professional Development occurred and strategies learned are observed in about 30% of the classrooms.

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

Due to the fires, the diagnostic 2 was administered in March 2025 rather than January.

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

This year we will focus on the implementation of the Try-Discuss-Connect routines. Now that all teachers are using the slides, this will be the next layer that we add. In addition we will also make sure to add cross-linguistic connections on the Anchor Charts in the DLIP classes to help foster understanding and metacognition. We will also do a PD and focus on Mathematical practice 4 -to help students improve their ability to communicate their reasoning. Sentence Stems and strategies for discourse will also be posted.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

-The Ready math routine if Try-Connect-Discuss will be used with Fidelity in all classrooms. A PD in September 2025 will be done to help teachers with routines and implementation in order to facilitate math discourse and implement Mathematical Practice 4.

-iReady practice will be done 45 minutes a week and monitor for accuracy by teachers so they can intervene and reteach when needed in order for students to make annual typical progress. In addition Fluency Flight will also be done for 8 minutes daily to improve students automaticity with math facts.

-Scheduled data analysis meeting will happen after each diagnostic assessment and scheduled time for goal setting with students.

-Teachers will have sentence stems posted for math discussion to facilitate understanding of new concepts and use anchor charts to provide a visual resources that include cross linguistic connections

-Teachers will have students use white boards for practice and to check for accuracy.

-Professional Development to connect the 6Cs will be facilitate to help teachers connect our work with Dr. Medina in math.
-Teachers will use Content and language goals in math and post them for student reference in the beginning, middle and end of lessons.
-teachers in grades 3-5 will have data meetings with students after the first and 2nd diagnostics to set goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,337	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

49% of students in grades 1-5 will score at grade level or above on the iReady reading diagnostic assessment in January 2026. In addition, students in grades 3-5 will increase the distance from standard by 6 points to reach 5 points above standard on the 2026 CAASPP.

Identified Need

On the iReady Diagnostic 2 assessment in reading that was administered in March of 2025, only 44% of the students in grades 1-5 scored at grade level or above.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic	March 2025 iReady Diagnostic 2 in reading 44% of students in grades K-5 were at grade level or above	49% of students in grades K-5 will score at grade level on iReady D2 in Jan. 2026 and 54% at grade level by D3 in May 2026
CAASPP/California Dashboard	1 point below standard in yellow	Students will increase to green status and increase by 7 points to 6.8 points above standard.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The instructional aide supported students in all the kindergarten classrooms to learn routines and procedures for school as well as worked with students in small groups to build foundational skills and students continue to make progress. Teacher release time for data analysis resulted in

identification of improvement tests to help students progress as well as identify students who were not progressing and why. Progress monitoring occurred 3 times during the year and was successful, however it was discussed that we need 1 sub per grade level 3 times yearly in order to best meet classroom needs. In the classrooms where data chats were done and goals were discussed with students, they made progress. iReady practice for reading was no longer available this year so that did not happen. There was an intentional focus on vocabulary in the new language arts curriculum and teachers continued to do phonics and phonemic awareness less with fidelity in TK-2. We did not do the book study this year, but have the books. Reading Partners worked with 48 students and 90% of them made progress.

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

Due to the Eaton fire, we were only able to do progress monitoring 3 times instead of 4 times during the year and we did not do the book study. In addition, the 2nd data analysis meetings were done during PLCs instead of sub release days.

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

We will continue to strive for a 5% increase on the diagnostics. We are going to implement strategies learned in Magnet Professional development about cross linguistic connections and content and language goals into the goals and strategies for this school year. In addition, we will tie fluency practice to progress monitoring and dive deeper into the ELA program.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Teachers will have data analysis meetings after each benchmark to identify areas for improvement, improvement tests, and students to target for intervention.
- Progress Monitoring will happen on a regular schedule for all students reading below grade level 3 times yearly.
- Teachers will have data chats with students after D1 and D2 to help set goals, purpose and focus for learning.
- fluency practice in grades 1-5 will occur daily and be connected to progress monitoring
- use of decodables in k-3 to build fluency and practice phonics sounds
- Content and Language goals will be posted for ELA lessons
- Anchor charts with cross linguistic connections will be posted and used for student reference
- PD in August and November on the new ELA program
- Instructional aide will work with kinder student on foundational skills
 - Intervention teacher will work 2x weekly with students in grades 1 and 2 to help build foundational skills

- reading conferences with students to help identify trouble areas and give them strategy to improve.
- Up to 50 Students reading below grade level in grades k-4 will get Reading Partners support 2x weekly
- Starfall subscription for k-2 to practice foundational skills

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	LCFF Supplemental and Concentration (S/C)
66311.00	Title I Part A: Allocation
2,299	LCFF Supplemental and Concentration (S/C)
3,000	LCFF Supplemental and Concentration (S/C)
355	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) within TK-5 at a rate of 25% or higher,
Reduce the number of long-term English Learners (LTEL) in grades 8-12 to less than 5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 3

65% of English Learners will make progress towards English Language Proficiency by going up by 1 level on the ELPAC as measured by the 2026 ELPAC and increasing the percent of EL students in grades 1-5 at grade level on the D2 iReady benchmark from 11% to 18% by January 2026 and 23% at grade level by Diagnostic 3 in May 2026.

Identified Need

On the D2 iReady Benchmark assessment in reading in 2025, only 11% of the English Learners in grades 1-5 were at grade level. 79% of all English Learners made progress on the ELPAC in 2024 and we need to maintain that progress and help students to translate that progress to reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	79% of ELs progressed towards English Proficiency	65% of English Learners will progress towards proficiency
iReady Reading diagnostic 2 and 3	11% of EL students in grades 1-5 are at grade level in reading on D2 2025	18% of English Learners in grades 1-5 will be at grade level in reading by D2 in Jan. 2026 and 23% of ELS will be at grade level by D3 in May 2026

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Implementation of Data chats with students, ELD 4x a week weekly, data analysis, sentence stems and frames, structured administration of ELPAC, kinder instructional aide, and Reading Partners all lead to 46% increase in the number of EL students making progress on the ELPAC. The structured ELD and data chats with students in grades 3-5 made a particular impact on students in their understanding and focus on the ELPAC. In addition , the kinder aide worked with students to build foundational skills needed for kindergarten.

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

Kagan structures were not implemented with fidelity in all classrooms. EL students need more opportunity for structured collaboration.

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.

The English Learner Proficiency goal will focus this year on students moving up a level on the ELPAC rather than a goal for a percentage of students scoring at level 4. ELD will be a strategy as well as training for all teachers on the ELPAC. Intervention for grades 3-5 will be written in as a strategy to support reading for ELs. Data Chats for ELs and regular progress monitoring will also be written in as a strategy to support English Learner growth.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

- Teachers will participate in data analysis after Diagnostic 1 and 2 and identify improvement tests that will aide in English Learners showing growth.
- Teachers will use Kagan strategies throughout the day to facilitate student practice of language and skills. A PD will be provided in August
- EL students will receive small group instruction on specific reading comprehension and writing skills at least 2x weekly by the teacher, aide or intervention teacher and have access to books at their independent reading levels.
- Teachers will use scaffolds like sentence stems, vocabulary mapping, and visuals to support access to instruction for English Learners.
- Reading Partners will work with 15-20 EL students reading below grade level in grades k-4 to help improve foundational reading skills.
- Instructional Coach will work with newcomers 2 times weekly to do ELD for students new to the country to learn basic English skills.
- EL students will receive ELD instruction 4 times weekly for 30 minutes to support acquisition of academic language and literacy skills.
- The teacher will provide 45 minutes weekly for students to work on iReady math to practice skills at their individual level and be familiar with the format for the diagnostic.
- Teachers/Instructional coach will have have data chats with students in grades 2-5 that are focused on their ELPAC scores in order to set goals for improvement.

- Structured administration of ELPAC that includes practice with online platform for students and teacher training.
- Bilingual instructional aide will work in kinder classes to help support students learning foundational skills and routines and procedures for school.
- Books at students independent reading levels to practice fluency and comprehension
- specific focus on writing strategies to help support students on the writing section of the ELPAC
- Content and language goals to help students understand how to interact with the content and the purpose.
- Daily use of the 4 +1 Language domains
- Brainpop to provide visuals and additional practice on concepts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	LCFF Supplemental and Concentration (S/C)
5,000	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Longfellow will decrease the number of Chronically absent students from 129 to 109 students by April of 2026. We will increase are average daily attendance from 93.6% to 94.6% daily average attendance by April of 2026.

Identified Need

Currently we have 129 students or 22.8% of our students who are chronically absent. Currently our daily average attendance rate is 93.6%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism reports	22.8% of students or 129 students are chronically absent	The number of Chronically absent students will drop by 20 to 109 by April of 2026.
Daily average Attendance rates	93.6% daily average attendance	Daily average attendance will increase to 94.6% by April of 2026.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The Chronic absenteeism rate has decreased by 2.2% from last school year to this one. We decreased the number of chronically absent students from 136 in 2024 to 129 in 2025. Of the 129 students that are chronically absent 11 students transferred or withdrew, there are 4 families that constitute 12 students, and some students became chronically absent due to being displaced in the fires. In addition, our average daily attendance rate increased from 92.7% to 93.6% from month 8 of 2024 to month 8 of 2025.

We did not meet the expected outcome of reducing the chronic absenteeism rate to 19% or having the daily average attendance increase to 93.7%, however we have improved. It should be noted that the largest group of chronically absent students was in 4th grade with 26 and the second largest in 1st grade with 16.

Classroom incentives for whole class attendance were very successful. In addition, some improvement in attendance was made with students who the community advocate worked with. Discussing attendance at SST meetings was also effective.

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

We did several attendance raffles during the first semester, and attendance showed improvement. We had several students new to Longfellow in the upper grades that contributed to the chronic absenteeism rate.

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.

Next year we will target 10 students in the 5th grade class and 10 students in the 2nd grade class to help reduce the Chronic absenteeism in those 2 cohorts. We will also look at supporting families with multiple children to reduce those rates as well.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

-Principal will discuss the importance of school attendance at the Kinder Orientation, Back to School Night, and ELAC meetings and give specific number of days that make a student chronically absent.

-Principal and school staff will discuss the importance of regular routines and students getting enough sleep with parents

-Monthly incentive for students who have had perfect attendance like a movie day

-The class with the highest attendance rate will receive an incentive each month

-Teachers will encourage attendance in the classroom by offering incentives when the whole class is present to earn an award.

-Attendance will be discussed at SST meetings so obstacles can be identified and solutions recommended to parents.

- The school nurse will work with families with who report chronic illness to help support them in coming to school and accommodating their health needs at school.
- Community Advocate will focus on students who are between 10-20 percent chronically absent to have more of an impact with students who are closer to their goals.
- Staff will be available to assist students who are having anxiety about coming to school and do regular check ins t help them feel connected.
- The Calm room will have a project aide that helps support student needs,
- Teachers will participate in another Capturing Kids Hearts PD to continue to support inclusive and safe classroom environments
- The School Leadership team will each take 5 students to monitor and call for attendance monthly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 5

75% of students surveyed on the 2026 School Climate Survey will report feeling safe at school as measured by the School climate survey in spring of 2026. Referrals for kindergarten students will decline from 26% to 20% of the referrals.

Identified Need

On the 2025 school climate survey, only 62% of students surveyed reported a feeling of safety at school. In addition 26% of the referrals out of class came from kinder students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama School Climate survey Behavior Referral Tracker	62% of students report feeling safe at school 26% of the out of class referrals are from kindergarten	75% of students surveyed will report feeling safe on the School Climate Survey 20% of out of class referrals will be from kindergarten

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The behavior aide and Wellness teacher successfully lead the school in implementing Tier 1 and Tier 2 interventions. All teacher used Capturing Kids Hearts strategies and created Social Contracts and shared good things regularly in the classroom to cultivate a positive classroom environment and build positive relationships with students. They also participated in a PD before school started to help support building a connected school wide community. Support was provided inside and outside of the classroom by the behavior aide and the wellness teacher to students who were dysregulated or being disruptive. Teachers taught social emotional lessons throughout the year to promote student growth and social development. We had SST meetings monthly and

addressed student academic and behavioral challenges. Playground equipment was purchased to ensure students were engaged at recess and lunch. Gold Slips were given out to students to acknowledge rule following behavior and a student store happened monthly and a book raffle weekly. PE, music and art classes helped to engage students.

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

We did not meet with noon aides this year and Kagan structures were not implemented with fidelity.

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

We will not have a Wellness Teacher this year so responsibility will be on the RTI Team which includes: Behavior Aide, MTSS Coach, and Principal. When analyzing the data and seeing how kinder students continue to have the most referrals, we will also include a parent training as a strategy.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

-The Behavior Assistant, MTSS Coach and principal will provide support to students in the calm room and in the classroom when student are feeling dysregulated or having behavior challenges in the classroom.

-The behavior assistant will help support students to regulate on the playground and in the classroom.

-Kagan structures will be implemented in the classroom to help support student engagement and reduce off task behaviors.

-Teachers will implement Capturing Kids Hearts strategies like. social contracts and sharing good things to create a positive classroom environment.

-SST meetings for students who are having behavioral and regulation problems in the classroom to develop a plans for support at school and at home.

-Balls and Playground equipment to support students being engaged in positive playground games.

-meetings with noon aides 2 times yearly to review expectations, positive strategies, and support.

-Teachers will teach Social Emotional Learning lessons in the classroom weekly in all grade levels for the first semester and in k/1 they will teach them for the whole year to help students develop pro social behaviors, build community and teach strategies for self regulation.

-RTI team will assist teachers in implementing Tier 2 interventions in the classroom.

-Gold Slips will be given to student to recognize positive and rule following behaviors. Students will be able to put gold slips in weekly raffle or monthly student store.

-Music, art, PE classes for all students to increase engagement and desire to be at school

-parenting class for kinder parents to help set routines and support positive behavior

-additional noon aides to support supervision

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27,508	Title I Part A: Allocation
5,000	LCFF Supplemental and Concentration (S/C)
28973	LCFF Supplemental and Concentration (S/C)
2156	LCFF Supplemental and Concentration (S/C)
1,248	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 6

A commitment to a shared vision and mission of student success drives educators, families, and community partners in supporting students as measured by improvement in the Spring 2026 Climate survey for family engagement from 29% to 50% and in School climate from 79% to 85%.

Identified Need

According to the 2025 Spring School climate Survey, 79% percent of families that responded felt that their child felt comfortable asking for help from school adults and only 31% of families responded favorably to family engagement. We had only 62 responses to the school climate survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Panorama School Climate Survey	2025 Spring Climate Survey 31% responded favorable to Family engagement 79% responded favorably to School climate	On the 2026 Spring School Climate Survey 40% of the families will respond favorably to Family engagement and 85% will respond favorable to School Climate.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Monthly meetings for ELAC, SSC and PTA occurred regularly. ELAC and and SSC shared student data and progress towards goals along with other trainings. We held 4 Magnet/Community School Input meetings that had low attendance but great response to the content. the community advocate sent out a parent survey to see what type of information they would like and how they would like to receive it. We had 2 Community Resource Fairs and out Aeries Parent Portal accounts increased by 10%. We had a successful TK/Kinder Orientation and 4 Magnet themed

events throughout the school year. With the Eaton Fires we also had to do a lot of outreach around family needs and align them with resources.

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

We did not effectively capture parent attendance at events and meetings. We only had 2 Family Fridays this year instead of 4. We did not post staff pictures on the website. None of these were budgeted items

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

We will still focus the goal on school climate and parent engagement. In addition we will share with parents elements of strategies teachers are using in the classroom and the purpose. We will be more intentional about having parents sign in and have teachers encourage parents to complete the school climate surveys in their classroom newsletters.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- We will do Empathy interviews 3 times throughout the year to get information on how parents feel about engagement with at least 25 families
- We will schedule monthly meetings for ELAC, SSC and PTA
- We will schedule quarterly meetings for Magnet/Community Advisory and Modernization.
- We will have Family Fridays 4 times during the year to invite parents into the classrooms to learn strategies
- Invite Community Partners to share Resources during Back to School Night and Open House
 - Teacher meeting to identify best strategies for parent engagement in the classroom
- At Back to School Night, have a slide that all teachers share on ways parents can be engaged
 - TK and Kinder Orientation in August to welcome new families and give them important information about the school and answer questions
- 4 Magnet Themed events throughout the year for families to attend (Ofrenda Walkthrough, Concerts, Grade level Museum Visit, Fall Festival)
- Parent Meeting to clarify School Vision and Mission statements
- Identify ways parents can be engaged and send it out at the beginning of the year

- Provide Spanish Interpretation at all meetings
- Provide Refreshments at meetings
- Send home and post on website monthly reminders of events and meetings
- identify areas in the student school climate survey that are low and use the strategies in the Panorama Playbook to help improve
- Have teachers encourage parents to take climate survey to have a better response rate in the classroom newsletters
- Post staff pictures with things about them on bulletin board and website.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,369

Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

Teachers will develop 2 Magnet Themed Units for the 2025-26 School year and each grade level will have a rotation of student work in the Student Museum.

Identified Need

By the end of the Magnet grant, each grade level needs to have 5 Magnet themed, standards based units that are written and implemented. Currently 3 units are completed, and we plan to add 2 more for the coming school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completed Thematic Units	2024-25 21Thematic units were completed	By the 25-26 school year 2 additional Thematic units will be written for a total of 5 units.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Due to the Eaton Fire, only one unit was completed this year instead of 2. Each grade level has a total of 3 units completed. Teachers had time in PLCs, A Monday PD, release days and voluntary paid opportunities to work on units. Grades 3-5 had work displayed in the museum. Grades TK-2 will have a group presentation of work in the museum. Grades 3-5 were able to invite families to come visit the display in the museum Families in grades TK-2 will have an opportunity to see displays at Open House.

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

All strategies implemented will be supported by the MSAP Grant.

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

We will plan on completing the last 2 units in the 2025-26 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Teacher will have 4 -1/2 day releases each semester to work on writing the magnet unit.
- In PLCs ad A Mondays teachers will be given time for planning units with grade level teams
- Teachers will be offered paid opportunities to work on thematic units outside of school hours if they so choose
- Books and materials for units will be purchased
- Each Grade level will have an opportunity to display student work in the museum one time per year
- Students will present information learned in unit and invite families at least 1 time during the school year
- Family or guest presentation will be written into units.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$97436
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$97436
Other State/Local Funds provided to the school	\$78120

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs Funding Sources	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds available for this school: \$175,556

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	78120	0.00
Title I Part A: Parent Involvement	2369	0.00
Title I Part A: Allocation	95067	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	78,120.00
Title I Part A: Allocation	95,067.00
Title I Part A: Parent Involvement	2,369.00

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
- n/a Secondary Students

Name of Members	Role
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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
	Other: Parent Input Meetings

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 28, 2025.

Attested:

Principal, Erica Ingber on May 28th, 2025
SSC Chairperson, Pilar Oliva on May 28th, 2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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

Thania A Grodz

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Parent Input Meetings

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 28, 2025.

Attested:

Erica Ingber

Pilar Oliva

Principal, Erica Ingber on May 28th, 2025

SSC Chairperson, Pilar Oliva on May 28th, 2025

**Longfellow Magnet School Site Council
Minutes For
May 28, 2025**

In attendance: Erica Ingber, Debra Lucas, Erica Welsh-Westfall, Kaiulani Venable, Erica Bengler-Cooper, Janessa Britto, Kellee O'Rourke, Veronica Elias, Pilar Oliva

1.0 The meeting was called to order and members were welcomed by Pilar Oliva at 4:00pm

2.0 April 30, 2025 minutes reviewed by Debra Lucas. 1st motion to approve minutes by Kellee O'Rourke and seconded by Erica Bengler-Cooper. The motion passed to approve the April 30, 2025 minutes.

- Dr. Shimazaki will not be at Longfellow next year? No, she will not. As a result of the district budget and reorganization, they cut many of the TOSA positions for next year. The district is paying for a MTSS (Multi-tiered Student Support) coach to be placed at each school for next year. Ms. Hernandez will be the MTSS Coach at Longfellow next school year. Dr. Shimazaki will be a MTSS Coach at another school.

3.0 English Learner Updates

4.0 SPSA Goals

4.1 Ms. Ingber reviewed the data pages in the SPSA

4.2 Ms. Ingber read the identified needs, outcomes, analysis, strategies and proposed expenditures for Goals 4, 5 and 6.

Goal 4 Chronic Absenteeism

- Questions:
 - Is it a district-wide trend that there is a reduction in enrollment in English Language Learners or is this specific to Longfellow?
 - Responses
 - Not sure if it's a district-wide trend or not
 - It is happening at my school too. There is less immigration due to the political policies. We have not had newcomers this entire semester.
 - Longfellow had 3 to 4 newcomers enroll after January 2025
 - Housing affordability could be a factor
- Suggestions
 - Intervene early on chronic absenteeism
 - Monitor attendance, at 3-4 absences call students home
 - MTSS team members identify and intervene, taking 5 students each to follow up with families at home each month
 - Involve Community Advocate
 - Announce attendance rate for each class
 - The class with the highest attendance rate of 96% or better gets an incentive
 - Congratulate/acknowledge the family for good attendance, improvement and effort.
 - How to support families who fall behind due to absence
 - Connect families to resources regarding attendance
- Currently
 - At the Student of the Month Assembly, students receive Gold Slips for perfect attendance and free recess
 - The school receives color coded reports on student attendance so intervention can be done
 - School Leadership Team can check in with families who struggle with attendance

Goal 5, School Climate

- No feedback on Goal 5
 - Kagan Training for teachers will be on August 7, 2025

Goal 6, Shared Mission and Vision of Student Success

- We will do all four Family Fun Fridays next school year

Suggestions/Questions

- Use staff photos from LifeTouch to post on website, include fun facts about teachers
- Is there a uniform request to use Class Dojo to communicate with families?
- Teachers are asked to communicate with families monthly.
- Give teachers a choice in how they want to communicate with families.

Goal 7, Develop 2 Magnet Themed Units and Rotation of

Student Work in the Student Museum

- No budget allocation, but it is written in the magnet grant

Funds Budgeted to the School by Funding Source

- Will the \$1,248 be lost if it is not budgeted?
- Response: No, not if we spend it throughout the year. It is good to have something to spend in case something comes up. We will talk about it in SSC.

4.3 A motion to approve the 2025-2026 SPSA as edited was brought forth 1st

by Debra Lucas and 2nd by Kai Venable. The motion carried.

5.0 Ballot and new members

- There will be some new members on SSC next year.
- This is Pilar Oliva's last meeting. Thank you Pilar Oliva for your years of service. She wants to do Teacher Appreciation next year.

Adjournment, 5:15 pm

Next meeting: Sept. 2025 @4:00pm



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2025-26 is as below:

School: Longfellow Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	387	\$138,219.79



Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Longfellow Magnet	Principal:	Erica Ingber
School Number:	626-396-5720	Counselor:	none
Date Completed:	June 5, 2025	Principal Signature:	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
24%	19%	10%

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Data Sources Include: - School ADA - Chronic Absence List - District Reports	Daily/Weekly/Monthly/Yearly <i>Attendance data will be reviewed monthly in MTSS meetings</i>	All sources of relevant data will be reviewed monthly and show a positive trend from the prior year.



Pasadena Unified School District Student Wellness and Support Services

b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The Attendance Improvement Team is part of the MTSS team and includes the following personnel: • Principal • MTSS Coach • Behavior Aide • Magnet Coach • Attendance Clerk • Nurse • Community Advocate	MTSS meets on the 3rd Wednesday of the month	Success will be measured by improvement in attendance in the students we are tracking in order to decrease chronic absenteeism
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GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	• At Back to school Night and Kinder orientation, attendance policies will be reviewed as well as supports we have in place to help students who are experiencing any reluctance • Kagan Training and use of strategies to increase student participation and engagement • SSTs for students who are starting to have attendance issues early in the year	• annually • training in August and use of strategies daily • monthly	- increased school-wide daily average attendance and decrease of chronically absent students • increase in student engagement • decrease in chronically absent students



Pasadena Unified School District Student Wellness and Support Services

	- Classroom Celebrations for whole class perfect attendance - Community Advocate and Assistant to reach out to families at risk of poor attendance on a weekly basis	- monthly - Weekly	
b. Outreach: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	- Parent meetings like PTA and ELAC information about attendance is shared. - Community Advocate case manages students and shares information with parents	- monthly - weekly	increased school-wide daily average attendance and decrease of chronically absent students

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	- referrals for counseling - Check in and out - pair up with a caring adult - case management by community advocate	- weekly - daily - daily - weekly	Improved attendance or targeted students



Pasadena Unified School District Student Wellness and Support Services

b. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?	• assign classroom jobs/responsibilities • identify student interests and incorporate them into classroom • provide academic and social-emotional support	• daily	improved attendance of targeted student
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