School Year: **2026-27**




# 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 27, 2026 | June 25, 2026 |

## Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Chronic abseentism for African American Students

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

We 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. We also looked at attendance data and got feedback from SSC, ELAC and teachers.

# 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 2, 2026.
A Magnet Advisory/Community Schools Meeting was held on March 20, 2026
A teacher input was gathered on May 4th, 2026
SSC input was gathered on April 29th and May 27th, 2026

# Resource Inequities

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

ELAC parents requested an English Learner Coach to solely support the needs of English Learners.

# School Vision and Mission

Vision-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 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 520 students in TK-5th grade. 74% of our students are socioeconomically disadvantaged, 19% are English Learners, 73 percent are Hispanic, 13% are Black, and 8% are white.

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **African American** | 12.07% | 12.64% | 12.13% | 66 | 69 | 65 |
| **Asian** | 0.73% | 0.73% | 0.75% | 4 | 4 | 4 |
| **Filipino** | 1.10% | 0.92% | 0.75% | 6 | 5 | 4 |
| **Hispanic/Latino** | 75.87% | 72.53% | 73.13% | 415 | 396 | 392 |
| **Pacific Islander** | 0.18% | 0.55% | 0.56% | 1 | 3 | 3 |
| **White** | 6.95% | 7.69% | 6.90% | 38 | 42 | 37 |
| **Multiple/No Response** | 2.19% | 3.85% | 4.66% | 12 | 21 | 25 |
| | | | **Total Enrollment** | 547 | 546 | 536 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | | 45 | 46 |
| **Kindergarten** | 97 | 87 | 81 |
| **Grade 1** | 80 | 91 | 86 |
| **Grade 2** | 92 | 73 | 79 |
| **Grade3** | 84 | 92 | 69 |
| **Grade 4** | 72 | 88 | 84 |
| **Grade 5** | 78 | 70 | 91 |
| **Total Enrollment** | 547 | 546 | 536 |

**Conclusions based on this data:**

1. Our kindergarten enrollment is dropping each year. Our DLIP classes fill up, however our English kinder classes are not filling up.
2. Our student group numbers have remained consistent over the last 3 years with subtle changes

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **English Learners** | 120 | 105 | 79 | 24.8% | 21.9% | 14.7% |
| **Fluent English Proficient (FEP)** | 89 | 63 | 82 | 16.1% | 16.3% | 15.3% |
| **Reclassified Fluent English Proficient (RFEP)** | | | | 15% | | |

**Conclusions based on this data:**

1. Our English Learner enrollment is dropping.
2. The number of students who came in and scored fluent English Proficient is lower than the last couple of years.

# School and Student Performance Data

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

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 78 | 85 | 90 | 77 | 84 | 89 | 77 | 84 | 89 | 98.7 | 98.8 | 98.9 |
| Grade 4 | 81 | 68 | 92 | 81 | 68 | 92 | 81 | 68 | 92 | 100.0 | 100 | 100 |
| Grade 5 | 90 | 81 | 72 | 89 | 81 | 72 | 89 | 81 | 72 | 98.9 | 100 | 100 |
| All Grades | 249 | 234 | 254 | 247 | 233 | 253 | 247 | 233 | 253 | 99.2 | 99.6 | 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2414. | 2437. | 2420. | 22.08 | 27.38 | 17.98 | 15.58 | 27.38 | 29.21 | 27.27 | 23.81 | 26.97 | 35.06 | 21.43 | 25.84 |
| Grade 4 | 2493. | 2451. | 2470. | 34.57 | 25.00 | 29.35 | 24.69 | 11.76 | 22.83 | 16.05 | 26.47 | 17.39 | 24.69 | 36.76 | 30.43 |
| Grade 5 | 2501. | 2505. | 2491. | 19.10 | 13.58 | 18.06 | 28.09 | 39.51 | 20.83 | 28.09 | 25.93 | 31.94 | 24.72 | 20.99 | 29.17 |
| All Grades | N/A | N/A | N/A | 25.10 | 21.89 | 22.13 | 23.08 | 27.04 | 24.51 | 23.89 | 25.32 | 24.90 | 27.94 | 25.75 | 28.46 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 18.18 | 22.62 | 16.85 | 58.44 | 63.10 | 69.66 | 23.38 | 14.29 | 13.48 |
| Grade 4 | 25.93 | 20.59 | 25.00 | 59.26 | 57.35 | 59.78 | 14.81 | 22.06 | 15.22 |
| Grade 5 | 17.98 | 14.81 | 13.89 | 58.43 | 66.67 | 62.50 | 23.60 | 18.52 | 23.61 |
| All Grades | 20.65 | 19.31 | 18.97 | 58.70 | 62.66 | 64.03 | 20.65 | 18.03 | 17.00 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 11.69 | 10.71 | 12.36 | 57.14 | 69.05 | 60.67 | 31.17 | 20.24 | 26.97 |
| Grade 4 | 13.58 | 5.88 | 11.96 | 70.37 | 58.82 | 60.87 | 16.05 | 35.29 | 27.17 |
| Grade 5 | 12.36 | 18.52 | 11.11 | 67.42 | 62.96 | 68.06 | 20.22 | 18.52 | 20.83 |
| All Grades | 12.55 | 12.02 | 11.86 | 65.18 | 63.95 | 62.85 | 22.27 | 24.03 | 25.30 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 23.38 | 16.67 | 11.24 | 62.34 | 77.38 | 74.16 | 14.29 | 5.95 | 14.61 |
| Grade 4 | 18.52 | 10.29 | 14.13 | 71.60 | 72.06 | 73.91 | 9.88 | 17.65 | 11.96 |
| Grade 5 | 16.85 | 16.05 | 9.72 | 65.17 | 71.60 | 75.00 | 17.98 | 12.35 | 15.28 |
| All Grades | 19.43 | 14.59 | 11.86 | 66.40 | 73.82 | 74.31 | 14.17 | 11.59 | 13.83 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 9.09 | 26.19 | 17.98 | 71.43 | 53.57 | 61.80 | 19.48 | 20.24 | 20.22 |
| Grade 4 | 22.22 | 17.65 | 17.39 | 65.43 | 66.18 | 67.39 | 12.35 | 16.18 | 15.22 |
| Grade 5 | 21.35 | 14.81 | 6.94 | 64.04 | 71.60 | 77.78 | 14.61 | 13.58 | 15.28 |
| All Grades | 17.81 | 19.74 | 14.62 | 66.80 | 63.52 | 68.38 | 15.38 | 16.74 | 17.00 |

**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)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 78 | 85 | 90 | 78 | 85 | 90 | 78 | 85 | 90 | 100.0 | 100 | 100 |
| **Grade 4** | 81 | 68 | 92 | 81 | 68 | 91 | 81 | 68 | 91 | 100.0 | 100 | 98.9 |
| **Grade 5** | 90 | 81 | 72 | 90 | 81 | 71 | 90 | 81 | 71 | 100.0 | 100 | 98.6 |
| **All Grades** | 249 | 234 | 254 | 249 | 234 | 252 | 249 | 234 | 252 | 100.0 | 100 | 99.2 |

* 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 2437. | 2443. | 2420. | 28.21 | 23.53 | 16.67 | 20.51 | 29.41 | 27.78 | 25.64 | 25.88 | 30.00 | 25.64 | 21.18 | 25.56 |
| **Grade 4** | 2492. | 2470. | 2468. | 23.46 | 20.59 | 15.38 | 28.40 | 19.12 | 27.47 | 32.10 | 36.76 | 31.87 | 16.05 | 23.53 | 25.27 |
| **Grade 5** | 2487. | 2480. | 2466. | 16.67 | 13.58 | 9.86 | 14.44 | 9.88 | 16.90 | 34.44 | 38.27 | 30.99 | 34.44 | 38.27 | 42.25 |
| **Grade 11** | | | | | | | | | | | | | | | |
| **All Grades** | N/A | N/A | N/A | 22.49 | 19.23 | 14.29 | 20.88 | 19.66 | 24.60 | 30.92 | 33.33 | 30.95 | 25.70 | 27.78 | 30.16 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 28.21 | 29.41 | 20.00 | 47.44 | 48.24 | 56.67 | 24.36 | 22.35 | 23.33 |
| Grade 4 | 28.40 | 23.53 | 23.08 | 54.32 | 57.35 | 49.45 | 17.28 | 19.12 | 27.47 |
| Grade 5 | 20.00 | 12.35 | 8.45 | 41.11 | 49.38 | 46.48 | 38.89 | 38.27 | 45.07 |
| Grade 11 | | | | | | | | | |
| All Grades | 25.30 | 21.79 | 17.86 | 47.39 | 51.28 | 51.19 | 27.31 | 26.92 | 30.95 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 26.92 | 31.76 | 15.56 | 43.59 | 45.88 | 53.33 | 29.49 | 22.35 | 31.11 |
| Grade 4 | 24.69 | 17.65 | 15.38 | 51.85 | 51.47 | 56.04 | 23.46 | 30.88 | 28.57 |
| Grade 5 | 15.56 | 11.11 | 9.86 | 51.11 | 60.49 | 53.52 | 33.33 | 28.40 | 36.62 |
| All Grades | 22.09 | 20.51 | 13.89 | 49.00 | 52.56 | 54.37 | 28.92 | 26.92 | 31.75 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 33.33 | 25.88 | 18.89 | 51.28 | 56.47 | 62.22 | 15.38 | 17.65 | 18.89 |
| Grade 4 | 24.69 | 20.59 | 19.78 | 60.49 | 52.94 | 54.95 | 14.81 | 26.47 | 25.27 |
| Grade 5 | 15.56 | 9.88 | 5.63 | 56.67 | 60.49 | 61.97 | 27.78 | 29.63 | 32.39 |
| All Grades | 24.10 | 18.80 | 15.48 | 56.22 | 56.84 | 59.52 | 19.68 | 24.36 | 25.00 |

**Conclusions based on this data:**

1. One third of our students are not meeting standard on the CAASPP in math
2. We see a big drop from 3rd to 5th grade scores by almost 18% in the number of students scoring at or above standard.
3. Overall the number of students meeting or exceeding standards stayed the same at 39%

# School and Student Performance Data

## ELPAC Results

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

**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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 1380.1 | 1454.8 | 1408.6 | 1376.5 | 1483.7 | 1423.3 | 1388.3 | 1386.9 | 1373.9 | 21 | 29 | 17 |
| 1 | 1430.4 | 1410.7 | * | 1443.4 | 1440.4 | * | 1416.8 | 1380.2 | * | 17 | 12 | 6 |
| 2 | 1477.3 | 1469.9 | * | 1473.4 | 1471.1 | * | 1480.8 | 1468.2 | * | 24 | 18 | 9 |
| 3 | 1475.6 | 1522.3 | 1486.6 | 1484.4 | 1529.9 | 1479.6 | 1466.4 | 1514.2 | 1492.8 | 27 | 24 | 16 |
| 4 | 1514.2 | 1531.9 | 1504.9 | 1514.1 | 1539.0 | 1511.5 | 1513.8 | 1524.3 | 1497.8 | 15 | 22 | 21 |
| 5 | 1512.7 | 1542.0 | 1523.6 | 1522.0 | 1546.5 | 1518.1 | 1503.0 | 1537.1 | 1528.6 | 11 | 16 | 15 |
| All Grades | | | | | | | | | | 115 | 121 | 84 |

**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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 9.52 | 58.62 | 29.41 | 28.57 | 13.79 | 29.41 | 33.33 | 17.24 | 11.76 | 28.57 | 10.34 | 29.41 | 21 | 29 | 17 |
| 1 | 0.00 | 0.00 | * | 17.65 | 25.00 | * | 64.71 | 50.00 | * | 17.65 | 25.00 | * | 17 | 12 | * |
| 2 | 4.17 | 16.67 | * | 41.67 | 44.44 | * | 54.17 | 16.67 | * | 0.00 | 22.22 | * | 24 | 18 | * |
| 3 | 7.41 | 29.17 | 18.75 | 25.93 | 50.00 | 37.50 | 48.15 | 16.67 | 25.00 | 18.52 | 4.17 | 18.75 | 27 | 24 | 16 |
| 4 | 13.33 | 27.27 | 9.52 | 53.33 | 59.09 | 61.90 | 33.33 | 13.64 | 14.29 | 0.00 | 0.00 | 14.29 | 15 | 22 | 21 |
| 5 | 27.27 | 50.00 | 13.33 | 36.36 | 31.25 | 53.33 | 27.27 | 6.25 | 20.00 | 9.09 | 12.50 | 13.33 | 11 | 16 | 15 |
| All Grades | 8.70 | 33.88 | 14.29 | 33.04 | 37.19 | 41.67 | 45.22 | 18.18 | 22.62 | 13.04 | 10.74 | 21.43 | 115 | 121 | 84 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 0.00 | 65.52 | 41.18 | 42.86 | 13.79 | 17.65 | 28.57 | 10.34 | 11.76 | 28.57 | 10.34 | 29.41 | 21 | 29 | 17 |
| 1 | 17.65 | 41.67 | * | 29.41 | 16.67 | * | 35.29 | 16.67 | * | 17.65 | 25.00 | * | 17 | 12 | * |
| 2 | 4.17 | 33.33 | * | 66.67 | 44.44 | * | 29.17 | 5.56 | * | 0.00 | 16.67 | * | 24 | 18 | * |
| 3 | 29.63 | 70.83 | 31.25 | 37.04 | 20.83 | 31.25 | 14.81 | 4.17 | 18.75 | 18.52 | 4.17 | 18.75 | 27 | 24 | 16 |
| 4 | 40.00 | 59.09 | 28.57 | 53.33 | 40.91 | 52.38 | 6.67 | 0.00 | 4.76 | 0.00 | 0.00 | 14.29 | 15 | 22 | 21 |
| 5 | 54.55 | 68.75 | 40.00 | 36.36 | 18.75 | 40.00 | 0.00 | 0.00 | 6.67 | 9.09 | 12.50 | 13.33 | 11 | 16 | 15 |
| All Grades | 20.87 | 58.68 | 34.52 | 45.22 | 25.62 | 34.52 | 20.87 | 5.79 | 9.52 | 13.04 | 9.92 | 21.43 | 115 | 121 | 84 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | | 6.90 | 5.88 | | 44.83 | 29.41 | | 31.03 | 41.18 | | 17.24 | 23.53 | | 29 | 17 |
| 1 | | 0.00 | * | | 0.00 | * | | 33.33 | * | | 66.67 | * | | 12 | * |
| 2 | | 11.11 | * | | 38.89 | * | | 22.22 | * | | 27.78 | * | | 18 | * |
| 3 | | 12.50 | 6.25 | | 50.00 | 31.25 | | 33.33 | 37.50 | | 4.17 | 25.00 | | 24 | 16 |
| 4 | | 4.55 | 0.00 | | 50.00 | 23.81 | | 40.91 | 57.14 | | 4.55 | 19.05 | | 22 | 21 |
| 5 | | 6.25 | 0.00 | | 37.50 | 40.00 | | 37.50 | 46.67 | | 18.75 | 13.33 | | 16 | 15 |
| All Grades | 4.35 | 7.44 | 2.38 | 20.00 | 40.50 | 25.00 | 47.83 | 33.06 | 40.48 | 27.83 | 19.01 | 32.14 | 115 | 121 | 84 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 23.81 | 48.28 | 41.18 | 47.62 | 41.38 | 23.53 | 28.57 | 10.34 | 35.29 | 21 | 29 | 17 |
| 1 | 29.41 | 50.00 | * | 52.94 | 25.00 | * | 17.65 | 25.00 | * | 17 | 12 | * |
| 2 | 20.83 | 38.89 | * | 79.17 | 44.44 | * | 0.00 | 16.67 | * | 24 | 18 | * |
| 3 | 25.93 | 33.33 | 18.75 | 62.96 | 62.50 | 43.75 | 11.11 | 4.17 | 37.50 | 27 | 24 | 16 |
| 4 | 33.33 | 31.82 | 23.81 | 60.00 | 68.18 | 57.14 | 6.67 | 0.00 | 19.05 | 15 | 22 | 21 |
| 5 | 9.09 | 43.75 | 13.33 | 81.82 | 43.75 | 73.33 | 9.09 | 12.50 | 13.33 | 11 | 16 | 15 |
| All Grades | 24.35 | 40.50 | 26.19 | 63.48 | 49.59 | 47.62 | 12.17 | 9.92 | 26.19 | 115 | 121 | 84 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 4.76 | 75.86 | 47.06 | 47.62 | 13.79 | 23.53 | 47.62 | 10.34 | 29.41 | 21 | 29 | 17 |
| 1 | 5.88 | 25.00 | * | 76.47 | 50.00 | * | 17.65 | 25.00 | * | 17 | 12 | * |
| 2 | 8.33 | 44.44 | * | 87.50 | 38.89 | * | 4.17 | 16.67 | * | 24 | 18 | * |
| 3 | 33.33 | 83.33 | 56.25 | 48.15 | 12.50 | 25.00 | 18.52 | 4.17 | 18.75 | 27 | 24 | 16 |
| 4 | 33.33 | 86.36 | 42.86 | 66.67 | 13.64 | 42.86 | 0.00 | 0.00 | 14.29 | 15 | 22 | 21 |
| 5 | 72.73 | 81.25 | 73.33 | 18.18 | 6.25 | 13.33 | 9.09 | 12.50 | 13.33 | 11 | 16 | 15 |
| All Grades | 22.61 | 70.25 | 50.60 | 60.00 | 19.83 | 30.12 | 17.39 | 9.92 | 19.28 | 115 | 121 | 83 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 9.52 | 3.45 | 5.88 | 66.67 | 86.21 | 58.82 | 23.81 | 10.34 | 35.29 | 21 | 29 | 17 |
| 1 | 0.00 | 0.00 | * | 47.06 | 41.67 | * | 52.94 | 58.33 | * | 17 | 12 | * |
| 2 | 8.33 | 0.00 | * | 75.00 | 66.67 | * | 16.67 | 33.33 | * | 24 | 18 | * |
| 3 | 0.00 | 8.33 | 12.50 | 48.15 | 70.83 | 56.25 | 51.85 | 20.83 | 31.25 | 27 | 24 | 16 |
| 4 | 6.67 | 13.64 | 0.00 | 73.33 | 63.64 | 57.14 | 20.00 | 22.73 | 42.86 | 15 | 22 | 21 |
| 5 | 27.27 | 12.50 | 6.67 | 36.36 | 62.50 | 66.67 | 36.36 | 25.00 | 26.67 | 11 | 16 | 15 |
| All Grades | 6.96 | 6.61 | 4.76 | 59.13 | 68.60 | 51.19 | 33.91 | 24.79 | 44.05 | 115 | 121 | 84 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 33.33 | 27.59 | 35.29 | 42.86 | 51.72 | 23.53 | 23.81 | 20.69 | 41.18 | 21 | 29 | 17 |
| 1 | 0.00 | 0.00 | * | 76.47 | 50.00 | * | 23.53 | 50.00 | * | 17 | 12 | * |
| 2 | 20.83 | 27.78 | * | 75.00 | 55.56 | * | 4.17 | 16.67 | * | 24 | 18 | * |
| 3 | 3.70 | 25.00 | 12.50 | 70.37 | 70.83 | 75.00 | 25.93 | 4.17 | 12.50 | 27 | 24 | 16 |
| 4 | 20.00 | 13.64 | 0.00 | 73.33 | 81.82 | 95.24 | 6.67 | 4.55 | 4.76 | 15 | 22 | 21 |
| 5 | 9.09 | 31.25 | 13.33 | 81.82 | 56.25 | 73.33 | 9.09 | 12.50 | 13.33 | 11 | 16 | 15 |
| All Grades | 14.78 | 22.31 | 11.90 | 68.70 | 61.98 | 59.52 | 16.52 | 15.70 | 28.57 | 115 | 121 | 84 |

**Conclusions based on this data:**

1. The overall percentage of students scoring at level 4 decreased significantly from 34% to 14%
2. The majority of students, 42%, scored at level 3 overall.
3. 54% of the students scored at level 4 in speaking domain, however only 5% score at level 4 in the reading domain.

# School and Student Performance Data

## Student Population

The 2025 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.

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **546** | **74.2%** | **19.2%** | **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. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 105 | 19.2% |
| **Foster Youth** | 2 | 0.4% |
| **Homeless** | 14 | 2.6% |
| **Socioeconomically Disadvantaged** | 405 | 74.2% |
| **Students with Disabilities** | 57 | 10.4% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 69 | 12.6% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 4 | 0.7% |
| **Filipino** | 5 | 0.9% |
| **Hispanic** | 396 | 72.5% |
| **Two or More Races** | 21 | 3.8% |
| **Pacific Islander** | 3 | 0.5% |
| **White** | 42 | 7.7% |

**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 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Yellow | **Chronic Absenteeism**<br><br>Red | **Suspension Rate**<br><br>Blue |
| **Mathematics**<br><br>Orange | | |
| **English Learner Progress**<br><br>Red | | |

**Conclusions based on this data:**

1. We declined by 2% in ELA and at in math we stayed the same at 39%
2. Our chronic absenteeism rate increased by 1% to 26%
3. Our English Learner progress decreased from 79%to 34%

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 2 | 1 | 0 | 0 |

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.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  Orange | |
| 4.9 points below standard | 37.4 points below standard | |
| Declined 4 points | Declined 12.3 points | |
| 242 Students | 76 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 17.7 points below standard |
| 0 Students | 10 Students | Declined 6.8 points |
| | | 213 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 54.3 points below standard | 48.8 points below standard | 0 Students |
| Increased 20.1 points | Declined 16.5 points | |
| 33 Students | 32 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | Yellow |
| 0 Students | Fewer than 11 students - No Data for Privacy | 4.8 points below standard |
| | 3 Students | Maintained 0.7 points |
| | | 183 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 80.3 points above standard |
| 7 Students | 2 Students | Declined 3.8 points |
| | | 12 Students |

**Conclusions based on this data:**

1. Overall students decline by 4 points in ELA with an average of 4.9 points below standard.
2. Students with disabilities increased by 20 points and Hispanic students maintained at 4.8 points below standard.
3. African American students decreased by 16.5 points and English Learners decreased by 12>3 points

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 0 | 0 | 0 |

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.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Orange |  Orange | |
| 27.8 points below standard | 60.9 points below standard | |
| Declined 11.8 points | Declined 34 points | |
| 243 Students | 79 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 38.1 points below standard |
| 0 Students | 10 Students | Declined 13 points |
| | | 214 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 66.8 points below standard | 69.4 points below standard | 0 Students |
| Declined 6.7 points | Declined 11.3 points | |
| 33 Students | 33 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 27.1 points below standard |
| 1 Student | 3 Students | Declined 7.2 points |
| | | 182 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 66.8 points above standard |
| 7 Students | 2 Students | Declined 15.7 points |
| | | 12 Students |

**Conclusions based on this data:**

1. Over all students declined by 11.8  points in math and averaging 27.8 points below standard on the 2025 CAASPP.
2. English Learners declined by 34 points from the prior year.
3. Overall the percent of students scoring at or above grade level stayed the same on the 2025 CAASPP

# School and Student Performance Data

## Academic Performance
## Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 2 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Science 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.

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  No Performance Color |  No Performance Color |
| 52.1 science points | 46.2 science points | 0 Students |
| Maintained 1.3 points | Maintained 0.2 points | |
| 67 Students | 24 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 50.8 science points |
| 0 Students | 4 Students | Increased 2.3 points |
| | | 60 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 50.4 science points | Fewer than 11 students - No Data for Privacy | 0 Students |
| 12 Students | 9 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 54.1 science points |
| 1 Student | 1 Student | Increased 5.8 points |
| | | 51 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| 2 Students | 1 Student | 1 Student |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 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.

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
|  |  |
| Red | No Performance Color |
| 33.9 making progress. | making progress. |
| Number Students: 59 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.

**2025 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 |
|---|---|---|---|
| 37.3% | 28.8% | 0% | 33.9% |

**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 2025 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.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2025 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 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 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.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Red |  Red | |
| 26.2% Chronically Absent | 22.7% Chronically Absent | |
| Increased 1.1 | Increased 1.8 | |
| 569 Students | 119 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| Fewer than 11 students - No Data for Privacy | 44.4% Chronically Absent | 28.8% Chronically Absent |
| 5 Students | Increased 10.2 | Increased 0.6 |
| | 18 Students | 459 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange |  Red |  No Performance Color |
| 35.2% Chronically Absent | 38% Chronically Absent | 0 Students |
| Declined 2.1 | Maintained -0.3 | |
| 71 Students | 71 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 25.8% Chronically Absent |
| 4 Students | 5 Students | Increased 1.4 |
| | | 414 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| 24.1% Chronically Absent | Fewer than 11 students - No Data for Privacy | 11.6% Chronically Absent |
| Declined 7.4 | 3 Students | Increased 6.5 |
| 29 Students | | 43 Students |

**Conclusions based on this data:**

1. Overall Chronic Absenteeism rate increased by 1%.
2. All subgroups had an increase in chronic absenteeism with the exception of students with disabilities and black students. Students with disabilities declined by 2% and black students remained the same. Black students however had the highest rate of Chronic Absenteeism at 38%.
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 2025 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.”

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

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2025 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

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 6 |

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.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  Blue | |
| 0% suspended at least one day | 0% suspended at least one day | |
| Maintained -0.2% | Maintained 0% | |
| 574 Students | 121 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 0% suspended at least one day |
| 5 Students | Declined 2.3% | Maintained -0.2% |
| | 20 Students | 464 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Blue |  Blue |  No Performance Color |
| 0% suspended at least one day | 0% suspended at least one day | 0 Students |
| Maintained 0% | Maintained 0% | |
| 71 Students | 72 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 0% suspended at least one day |
| 4 Students | 5 Students | Maintained -0.2% |
| | | 418 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0% suspended at least one day | Fewer than 11 students - No Data for Privacy | 0% suspended at least one day |
| Maintained 0% | 3 Students | Maintained 0% |
| 29 Students | | 43 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

35% of students in grades k-5 will score at grade level or above on the iReady Math Diagnostic 2 assessment in January 2027 and 42% at or above grade level on the D3 diagnostic in May 2027. In addition, students in grades 3-5 will increase by 10 points on the 2027 math CAASPP to reach 6 points below standard and maintain the green level status.

## Identified Need

On the iReady diagnostic 2 in math, only 29% of students scored at grade level or above. 53% scored one grade level below and 17% scored 2 or more grade levels below.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| iReady math Diagnostic 2 Jan. 2027 and Diagnostic 3 May 2027 | 29% of students in grades 1-5 were at grade level or above on the D2 in January 2026 | 35% of students in grades 1-5 will be at grade level on the D2 in Jan 2027 and 42% at grade level by D3 in May 2027 |
| CAASPP/ California Dashboard | students in grades 3-5 are 27.8 points below standard on CAASPP 2025 | Students in grades 3-5 will increase by 10 points to reach 17.8 points below standard on the math CAASPP assessment in 2027 |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

# ANALYSIS

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

Students made growth from D1 to D2. The percent of students scoring at grade level and above jumped from 12% to 29%, however it fell short of the goal of 38%. Many strategies were not

implemented with fidelity school wide like the Try-Discuss-connect routines and the use of sentence stems. Teachers used anchor charts with students but more cross linguistic connections need to be made between Spanish and English. White boards were used consistently in most classrooms however we did not see a consistent use of the iReady personal pathway until the 2nd semester. We did not have a PD on the 6Cs and their connection to math. We did have to discrete PDs on math focusing on routines and building conceptual understanding. Learning targets started to be used more consistently in March.

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

Resources were used for their intended purpose like substitutes for data chats and data analysis.

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.

Students need additional practice of skills taught with teacher feedback. Supplemental resources in iReady need to be used on a regular basis. Students not making annual typical growth by January need a parent conference and a data chat along with progress monitoring.

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 2026 will be done to help teachers with routines and implementation in order to facilitate math discourse and allow time for students to productively struggle in order to solve problems.
-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 students use white boards for practice and to check for accuracy.
-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 goal setting meetings with students after the first and 2nd diagnostics to set goals.
-Teachers will use supplemental practice in math program to provide additional opportunities to learn and practice new skills with teacher support.
-class size reduction teacher int he English program to target students needs in small groups. (9/30/26)

**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) |
| --- | --- |
| 12,837 | LCFF Supplemental and Concentration (S/C) |
| 52,000 | 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 # 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

43% of students in grades 3-5 will score at grade level or above on the iReady reading diagnostic assessment in January 2027. In addition, students in grades 3-5 will increase the number of students meeting or exceeding standard by 4% to reach 50%. In kinder-2nd grade, 80% of students will meet their end of the year predicted ability level in Amira.

## Identified Need

On the iReady Diagnostic 2 assessment in reading that was administered in January of 2026, only 38% of students in 3-5 were at or above grade level. On the 2025 CAASPP in Reading, only 46% meet or exceed standard.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| iReady Reading Diagnostic | January 2026 iReady Diagnostic 2 in reading 38% of students in grades 3-5 were at grade level or above | 43% of students in grades 3-5 will score at grade level on iReady D2 in Jan. 2027 and 50% at grade level by D3 in May 2027 |
| CAASPP/California Dashboard | 46% of students in 3rd-5th meet or exceeded standards. | 50% of students in grades 3-5 will meet or exceed standard on the 2027 CAASPP |
| End of the year Amira assessment | this is our fist year with Amira and we do not have a baseline | 80% of students in k-2 will meet their end of the year predicted ability level. |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 students and areas that were at a deficit, however more targeted interventions need to be developed to help support students individual needs. Progress monitoring occurred 3 times during the year and was successful, however an action plan needs to be developed when students are not showing progress. In the classrooms where data chats were done and goals were discussed with students, they made progress. The connection between fluency practice and growth needs to be explicitly stated to students. Content and language goals were not posted in all classrooms regularly. Anchor charts in 75% of the classrooms were posted for student reference. PDs for the new ELA program happened in August and November. The Intervention teacher worked with 26 2nd grade students 2x weekly and saw great results using the u-fly program. Reading conferences did not occur with fidelity in all classrooms. Reading partners worked with 48 students in 1st-4th grade and had mixed results depending on student attendance and effort.

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

Many of the strategies did not happen with fidelity in all classrooms. Only students in 3rd-5 took iReady and students in k-2 took Amira. Explicit targets/improvement tasks need to come out of data analysis meetings and progress monitoring with students.

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

We need to created a goal in Amira for k-2 and separate goals for 3-5 using iready..

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

-Grade level Data Analysis meetings after the diagnostics to identify targeted interventions and improvement tasks for students.
-Data chats with students in grades 3-5 after diagnostic assessments to set goals for improvement.
-Daily fluency practice in grades 2-5
-Content, language and culture targets posted and presented in the beginning, middle and end of lessons so students know what, how and why they are doing things.
-Aide to work with kindergarten students on foundational skills.
-Students in k-2 to work on Amira pathway 30 minutes weekly
-students in 3-5 to work on iReady reading personal pathway 45 minutes weekly.
-teachers in grades 3-5 will use claim, evidence and reasoning strategies to support students ability to respond to text.
-class size reduction teacher int he English program to target students needs in small groups. (9/30/26)

**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) |
|---|---|
| 75357 | Title I Part A: Allocation |
| 5,273 | LCFF Supplemental and Concentration (S/C) |
| 2299 | Title I Part A: Allocation |
| 13,000 | Title I Part A: Allocation |
| 355 | 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 # 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

The number of English Learners who make progress on the ELPAC will increase to 50% by June 2027. English Learners will also increase their progress on the CAASPP by increasing by 6 points so they will be 31 points below standard.

## Identified Need

On the 2025 ELPAC only 34% of EL students made progress on the ELPAC. EL students decline by 12 points on the CAASPP in ELA

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC | 34% of ELs progressed towards English Proficiency | 50% of English Learners will progress towards proficiency |
| 2027 CAASPP | EL students in 3-5th grades are 37 points below standard on the 2025 ELA CAASPP | EL students in 3rd-5th grade will increase thier ELA scores on the CAASPP by 6 points. |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Data analysis happened after each diagnostic, however data for EL students was not disaggregated to identify strategies to support them. Kagan structures were used, but the frequency could increase in order to support student engagement. Kindergarten and 2nd grade EL students received small group instruction 2-4 times weekly. In addition, students in 3rd and 4th grade classes received small group instruction. EL students received ELD 4x weekly for 30 minutes

and reading partners worked with about 15 EL students. Most students practiced iReady math 45 minutes weekly and had fluency practice at their instructional level. In ELD, students did practice problems for the ELPAC and were exposed to the format and language of the test. The Bilingual Aide worked with kinder students on foundational skills. Content, Language and culture targets where used in about 60% of the classrooms to support students understanding of what, how and why they were learning.

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

Brainpop was used in some classes, but it is clear that we need a PD for next year to share all the resources.

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

Strategies for EL will be focused on Learning targets, engagement, and supports to help them make progress on the ELPAC and in all academic areas.

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

-ELD 4x weekly
-Data chats before the ELPAC and after Diagnostic assessments
-daily reading practice to build fluency and comprehension and practice of retelling what they read
- teacher's rephrasing students responses correctly
- sentence stems and word lists to use for writing

-stating and restating the Content, Language and Culture targets before, during and after lessons to give purpose and let students know what, how and why they are learning concepts
-Visual Thinking strategies to help build background knowledge

**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 4

Longfellow will decrease the chronically absent rate from 22.68% to 20% and increase daily average attendance from 93.15% to 94.15%. by May 2027. In addition, we will continue to reduce the number of Chronically absent African American students by 10% by May 2027

## Identified Need

Year to date we have 22.68% of students who are chronically absent and only 93.15% daily average attendance. 33.7% of African American students were Chronically absent on the 2025 California Dashboard.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Monthly Chronic Absenteeism reports | Year to date, 22.68% of students are chronically absent. | By May 2027, only 20% of students will be Chronically absent |
| Daily average Attendance rates | 93.15% daily average attendance | Daily average attendance will increase to 94.15% by May 2027. |
| Monthly Chronic absenteeism reports/ 2026 California Dashboard | 33.7% African American Students are Chronically absent | By May of 2027 African American Students will decrease chronic absenteeism rate by 10% to 23.7% |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 all the strategies/activites were implemented with the exception of the leadership team call students monthly. They did however talk to parents during monthly SST meetings about attendance. on the 2025 California Dashboard, our Chronic absenteeism increased by 1% and are

overall daily average attendance increased by 1.24%. Year to date, our Chronic Absenteeism is down by 3.6 %.

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

The admin team did not call 5 students monthly to discuss attendance and the need for students to be at school. We did monitor students who were not yet Chronically absent but close and sent them monthly emails and phone calls to encourage them to keep their children out of the chronic absenteeism range.

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 continue to the parctice of monitoring students who are not in the chronic absenteeism range as well as have the attendance team call 3-5 students monthly who are in the chronicc range.

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.

-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 to 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 in November

-The School attendance team will each take 5 students to monitor and call for attendance monthly.

- The School Attendance team will call all African American Students who are at risk of being chronically absent to see what support is needed to get them to school if by November, attendance is not improving, parents will have to sign a contract.

**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) |
| --- | --- |
| 27,497 | 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 # 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

65% of students surveyed on the 2027 School Climate Survey will report feeling safe at school as measured by the School climate survey in spring of 2027. Referrals for 5th grade students will decline by 15% to make up 28% of out of class referrals by May 2027.

## Identified Need

On the 2026 Spring school climate survey, only 61% of students surveyed reported a feeling of safety at school. In addition 43% of the referrals out of class came from 5th grade students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Panorama School Climate survey<br>Behavior Referral Tracker<br>Aeries Data | 61% of students report feeling safe at school<br>43% of the out of class referrals are from 5th grade | 65% of students surveyed will report feeling safe on the School Climate Survey<br>28% of out of class referrals will be from 5th grade |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 implementation of the strategies/activities were effective. One strategy we did not do was a a parenting class for kinder and TK students to help with routines and regulation. Staff participated in another Kagan PD to increase the use of cooperative structures for student engagement as well incorporate community building activities in the classrooms. All teachers created a social contract with thier students. It was discussed with teachers that when student are not following contract their attention needs to be brought back to what everyone agreed upon. Though we did not meet our goal on the Spring School Climate Survey, it is interesting to note that overall we scored higher than the district average in the students feeling safe. WE also need to work on students perspectives and of how they see things and create a written chart that is visible to students on how they can get help and what are the outcomes. It is also interesting to note that on the School

CLimate Survey students scored 85% that the school has a supportive climate for academic learning.

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

We did not do the training for the TK and Kinder parents on routines and structures. Providing time for eachers to plan for Kagan structures in the classroom and SEL lessons will support implementation with more 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.

The Behavior Assistant Salary is included in goal 4. We will also Aeries discipline data and focus on 5th grade students reduction in referrals.

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, instructional support team 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.

-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.

-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.

-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) |
|---|---|
| 30,933 | LCFF Supplemental and Concentration (S/C) |
| 2,825 | Title I Part A: Allocation |
| 5,000 | 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 2027 Climate survey for family engagement from 38% to 43% and in School climate from 88% to 93%.

## Identified Need

According to the 2026 Spring School climate Survey, 88% percent of families that responded felt that their child felt comfortable asking for help from school adults and only 38% of families responded favorably to family engagement. We had only 80 responses to the school climate survey which is an improvement from last year of all 62.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 2027 Spring Panorama School Climate Survey | 2026 Spring Climate Survey<br>38% responded favorable to Family engagement<br>88% responded favorably to School climate | On the 2027 Spring School Climate Survey 43% of the families will respond favorably to Family engagement and 93% will respond favorable to School Climate. |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 the implementation of strategies and activities were successful and aligned with our Magnet and Community schools grants. On the 2026 Spring School Climate Survey, our percent of Family engagement increased from 29%-38%. In addition our School Climate rating went from 79%-88%. The parent free responses also gave us ideas to use for strategies in the coming year to improve communication and engagement. We did not do empathy surveys 3 times this year, but we did do

two parent focus groups to get input on needs of families. The response rate also increased from 62 parents to 80 families.

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

Instead of doing empathy surveys/interviews we did 2 parent focus groups to identify needs.

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)

The community advocate will hold focus groups to get input on needs of families.

-Monthly parent meetings scheduled to give information and gain input

-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)

-Provide Spanish Interpretation at all meetings

-Provide Refreshments at meetings

-Send home and post on website monthly reminders of events and meetings

-Share Panorama Survey results with parents and teachers to improve outcomes

-Post staff pictures with things about them on bulletin board and website.

- Reference pages on School website that include opportunities for parents, weekly messages, and presentations from meeting

- Teachers will send out weekly communication to class about upcoming events, Magnet Units, areas of study, etc. through email, class Dojo, etc.

Strategy/Activity

All families

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
| --- | --- |
| 2,568 | 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: 2025-26**

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) |
|---|---|

# 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 | $149652 |
| 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 | $149652 |
| Other State/Local Funds provided to the school | $81540 |

## 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 ($) |
|---|---|

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 ($) |
|---|---|

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

Total of federal, state, and/or local funds available for this school: $231,192

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount Budgeted | Balance Remaining |
|---|---|---|
| LCFF Supplemental and Concentration (S/C) | 81540 | 0.00 |
| Title I Part A: Parent Involvement | 2568 | 0.00 |
| Title I Part A: Allocation | 147084 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF Supplemental and Concentration (S/C) | 81,540.00 |
| Title I Part A: Allocation | 147,084.00 |
| Title I Part A: Parent Involvement | 2,568.00 |

# 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 |
|---|---|
| Erica Ingber | Principal |
| Griselda Hermosillo | Other School Staff |
| Tyara Brooks | Classroom Teacher |
| Miguel Cornejo | Classroom Teacher |
| Jennifer Boynton | Classroom Teacher |
| Corrina Valenzuela | Parent or Community Member |
| Chelsea Brandt | Parent or Community Member |
| Samantha Bloom | Parent or Community Member |
| Erica Welsh-Westfall | Parent or Community Member |
| Kellee O'Rourke | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |
| | Other: Magnet/Community Schools Advisory Meetings, Teacher 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 27, 2026.

Attested:

| |
| --- |
| Principal, Erica Ingber on May 27th, 2026 |
| SSC Chairperson, Kellee O'Rourke on May 27th, 2026 |

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

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

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

## Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

# Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

## Targeted Support and Improvement

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

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

# 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 |
|---|---|
| Thania AGro Hdz. Kellee O'Rourke M. Mercado | [ ] Gifted and Talented Education Program Advisory Committee<br>[ ] ELAC |
| | [X] Other: Magnet/Community Schools Advisory Meetings, Teacher 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 27, 2026.

Attested:

Principal, Erica Ingber on May 27th, 2026

SSC Chairperson, Kellee O'Rourke on May 27th, 2026

Kellee O'Rourke

**Longfellow Magnet**
**School Site Council**
**Agenda**
**May 27, 2026**

1.0 Welcome — Kellee O'Rourke

2.0 Review Minutes from April 29, 2026 — Griselda Hermosillo

3.0 English Learner Updates — Ingber

4.0 Community Schools Update
- 4.1 Community Schools Update — Monica Mercado

5.0 SPSA Goals and input — Erica Ingber
- 5.1 Review Goal 3- English Learners
- 5.2 Review Goal 4- Attendance
- 5.3 Review Goal 5- School Climate
- 5.4 Review Goal 6- Community Engagement
- 5.5 Review of Budget Summary
- 5.6 Review of SSC Membership
- 5.7 Recommendations and Assurances

6.0 SPSA Approval — Kellee O'Rourke

7.0 SSC Positions for 2026-27 — Erica Ingber
- 1 staff and 2 parents

5:30 Adjourn

Next Meeting: September 30th, 2026 4:00

**Longfellow Magnet**
**School Site Council**
**Minutes**
**May 27, 2026**

1. Welcome Kellee O'Rourke
    1.1. Attendees: Ms. Ingber, Ms. Hermosillo, Kellee O'Rourke, Ms. Mercado, Mr. Cornejo, Sam Bloom, Chelsea Brandt
2. Review Minutes from April 29, 2026
    2.1. Mr. Cornejo motioned to approve the minutes, and Chelsea seconded. All approved the motion.
3. English Learner Updates
    3.1. All ELPAC testing has been completed.
    3.2. School Ceremony for EL students that reclassified, and then there was a District ceremony last month.
    3.3. ELPAC meeting: EL standards were presented and we had a potluck to end the year.
4. Community Schools Update
    4.1. Community Schools Update: Ms. Mercado presented the plan that all the community schools are working on. They are creating a video that showcases the special things happening at our school that do not happen at all schools. She will focus on the four pillars and has chosen all the things happening at Longfellow that fit within that pillar.
    4.2. Food bank will continue throughout the summer through Amazon. Ms. Mercado signed up 95 families for the program and they will receive food during the summer.
    4.3. SPSA Goals and input Erica Ingber
        4.3.1. Review Goal 3- English Learners
            4.3.1.1. EL will increase in ELPAC by 50%
            4.3.1.2. 2027 CAASPP students will increase by 6points
            4.3.1.3. Data analysis after each diagnostic. But we did not specifically look at the EL population in isolation.
            4.3.1.4. Data chats before ELPAC
            4.3.1.5. Brainpop was used in some classes, but teachers will receive PD for next year.

4.3.1.6. Strategies:

4.3.1.6.1. -ELD 4x weekly

4.3.1.6.2. Data chats before the ELPAC and after Diagnostic assessments

4.3.1.6.3. daily reading practice to build fluency and comprehension and practice of retelling what they read

4.3.1.6.4. teacher's rephrasing of students' responses, correctly sentence stems, and word lists to use for writing

4.3.1.6.5. Rating and restating the Content, Language, and Culture targets before, during, and after lessons to give purpose and let students know what, how, and why they are learning conceptual Thinking strategies to help build background knowledge

4.4. Review Goal 4- Attendance

4.4.1. The goal is to decrease the chronically absent rate from 22.68% to 20% and increase daily average attendance from 93% to 94%. In addition, we will continue to reduce the number of chronically absent AA students by 10% by May 2027.

4.4.2. Looking at the monthly chronic absenteeism reports, we made it a point to reach out to families that were on that report to see how we can help them get to school. It helped.

4.4.3. Using the Monthly chronic absenteeism report monitor AA students who are chronically absent and help bring them to 23.7% from 33.7%.

4.4.4. Year to date, our Chronic absenteeism is down by 3.6%.

4.4.5. Ms. Mercado did case manage several students (25) and did a lot of interventions, which resulted in a change of 60% of those students.

4.4.6. Strategies:

4.4.6.1. 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.

4.4.6.2. Monthly incentive for students who have had perfect attendance, like a movie day

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

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

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

4.4.6.6. The school nurse will work with families who report chronic illness to help support them in coming to school and accommodating their health needs at school.

4.4.6.7. -Community Advocate will focus on students who are between 10-20 percent chronically absent to have more of an impact on students who are closer to their goals.

4.4.6.8. Staff will be available to assist students who are having anxiety about coming to school and will do regular check-ins to help them feel connected.

4.4.6.9. The Calm room will have a project aide who helps support student needs.

4.4.6.10. Teachers will participate in another Capturing Kids' Hearts PD to continue to support inclusive and safe classroom environments in November

4.4.6.11. The School attendance team will each take 5 students to monitor and call for attendance each month

4.4.6.12. The School Attendance team will call all African American Students who are at risk of being chronically absent to see what support is needed to get them to school. If, by November, attendance is not improving, parents will have to sign a contract.

4.5. Review Goal 5- School Climate

4.5.1. The Goal is that 65% of students surveyed on the school climate survey will report feeling safe at school as measured by the school climate survey in the spring of 2027. Referrals for 5th-grade students

will decline by 15% to make up 28% of out-of-class referrals by May 2027.

4.5.2. Currently, 61% of students report feeling safe at school.

4.5.3. Overall, the strategies/activities were effective. Teachers did complete another Kagan PD to increase the use of cooperative structures for student engagement.

4.5.4. Strategies:

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

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

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

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

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

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

4.5.4.7. -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 students.

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

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

4.5.4.10. -additional noon aides to support supervision

4.6. Review Goal 6- Community Engagement

4.6.1. The goal is to have a commitment to a shared vision and mission of student success that drives educators, families, and community partners in supporting students as measured by improvement in the spring 2027 climate survey for family engagement from 38% to 43$% and in School climate from 88% to 93%.

4.6.2. The metric will be the 2027 Spring Panorama School climate survey

4.6.3. Overall, the implementation of all activities was successful and aligned with our Magent and community schools grant. In 2026, we saw an increase from 29% to 38%. In addition, our school climate rating want from 79% - 88%.

4.6.4. Strategies:

4.6.4.1. The community advocate will hold focus groups to get input on the needs of families.

4.6.4.2. Monthly parent meetings scheduled to give information and gain input

4.6.4.3. 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

4.6.4.4. Teacher meeting to identify the best strategies for parent engagement in the classroom

4.6.4.5. At Back to School Night, have a side that all teachers share on ways parents can be engaged

4.6.4.6. TK and Kinder Orientation in August to welcome new families, give them important information about the school, and answer questions

4.6.4.7. 4 Magnet Themed events throughout the year for families to attend (Ofronda Walthrough, Concerts, Grade Level Museum Visit, Fall Festival)

4.6.4.8. Provide Spanish Interpretation at all meetings

4.6.4.9. Provide Refreshments at meetings

4.6.4.10. Send home and post on the website monthly reminders of events and meetings
4.6.4.11. Share Panorama Survey results with parents and teachers to improve outcomes
4.6.4.12. Post staff pictures with things about them on the bulletin board and website.
4.6.4.13. Reference pages on the school website that include opportunities for parents, weekly messages, and presentations from meetings
4.6.4.14. Teachers will send out weekly communication to class about upcoming events, Magnet Units, areas of study, etc., through email, class Dojo, etc.

4.7. Review of Budget Summary
4.7.1. Total funds provided are 96,774, Title I.
4.8. Review of SSC Membership
4.8.1. SSC should be half staff and half parents. Ms. Ingber reviewed the different members and their titles.
4.9. Recommendations and Assurances
4.9.1. Ms. Ingber reviewed the different committees and groups that were able to give input on the School plan.

5. SPSA Approval Kellee O'Rourke
5.1. Kellee O'Rourke motioned to approve the plan. Ms. Boynton seconded the motion. All approved the motion.
6. 7.0 SSC Positions for 2026-27 Erica Ingber ● 1 staff and 2 parents
6.1. Ms. Ingber explained that we have two parent positions available and 1 staff position for next year.

5:00 Meeting Adjourned by Kellee O'Rourke

**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:** | 5/5/2026 | **Principal Signature:** | *Erica Ingber* |

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

| 2025-2026 Current Chronic Absentee Rate | 2025-2026 Chronic Absentee End-Of-Year Goal | 2026-2027 Chronic Absentee Goal |
|---|---|---|
| 22.31 | 20.8% | 19% |

| 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? | On a monthly basis we review the following:<br>● Chronic Absence lists<br>● District Reports<br>We use this to identify students before they fall into the chronic absenteeism range | *Monthly* | Since we started identifying students before they became chronically absent and sending emails and letters, we saw a stabilization/improvement in the number of students chronically absent |

| | | | |
|---|---|---|---|
| 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 school Attendance Team is part of the MTSS team who meets monthly to discuss academics, attendance, health and behavior. | *monthly* | Students who are identified for intervention make improvement. |

| **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? | ● Students are recognized each month and the student of the month assembly for having perfect attendance that month | Monthly | This does not necessarily change the behavior of chronically absent students |
| | ● Students making progress in their attendance are also recognized during the assembly | Monthly | Awarding progress has seen positive gains |
| | ● Teacher do whole class incentives when all students are present (earn a marble in a jar for a party, spell out a word for an incentive, etc) | Daily | Positive gains |

| | | | |
|---|---|---|---|
| | • Activities like Mindful Mondays, Wood Working, Magnet Units, Art and PE, and Kagan structures are used to engage students and give them something fun t look forward to at school.<br>• At monthly SST meetings we always discuss attendance with parents and how missing school can affect their academic performance and ability to develop socially. | Yearly<br><br>monthly | Positive gains<br><br>Positive gains when we can get parents on board. |
| b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance? | • At Back to School Night, ELAC, Kinder and TK orientation and SSC meetings we do presentations about attendance<br>• In SST meetings and other parent meeting we discuss the effects of absences on students progress. | Yearly<br><br>monthly | Many parents need individual conversations for it to be meaningful<br><br>Positive outcomes |

| 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? | • Many of our chronically absent students are case managed by our community advocate<br>• Identifying barriers like transportation or living out of the area sometimes helps, but especially for students that live out of Pasadena, it is very difficult to get them to change habits<br>• SART and SARB meetings | Weekly<br><br>Monthly<br><br>yearly/monthly | Positive outcomes<br><br>We have about a 50% rate with parents who live out of the area<br><br>Positive outcomes |
| b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom? | • Kagan structures<br>• Brain breaks<br>• Affirmations<br>• Classroom and team building activities | Daily<br>Daily<br>Daily<br>weekly | Positive outcomes for all |

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

# Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Longfellow Elementary
Erica Ingber, Principal
ingber.erica@pusd.us
(626) 396-5720

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

## Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

**Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values**

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Longfellow is transitioning from the visioning to the engaging stages of developing a shared understanding of the community school strategy and the four cornerstone commitments. In addition to the data collection described in Priority 1, Longfellow has engaged in the following outreach strategies to share information about community schools:

- Presentations to parent leadership groups, including the PTA and English Learner Advisory Committee; informational presentations to school site staff
- Bulletin boards and pop-up banners that introduce the pillars of community schools and resources available to students and families
- Establishment of school social media pages
- Online resource bank available through the Longfellow school website
- School and district events (Community Schools Kick-off)

As a school site, we have proactively distributed informational flyers outlining our Community

Schools vision, mission, and framework to increase awareness and engagement. Along with an introduction flyer of the Community Advocate to understand her role and build connections. We have also shared the Community Schools' goals, mission, pillars, and objectives during various staff and parent meetings to gather feedback and input, including ELAC, PTA, SSC, and Community Schools/Magnet Advisory Meetings. We've conducted various surveys throughout the year, as well as hosted parent focus groups, to gather valuable feedback and ideas. The principal also does an overview presentation during Back to School night for families to get informed. The Community Advocate makes one-on-one contact with families and students to offer support, guidance, and share resources. Lastly, ensuring we align the Community Schools, Magnet, and School Plan priorities with the feedback we receive from various stakeholders.

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: Exemplify an assets-based school culture in which everyone learns from one another, the local community, the world outside of the classroom, and students' lived experiences. Integrate students' experience, family, history, culture, and language throughout the curriculum through the development of grade-level instructional units and multilingual learning in Spanish as part of Longfellow's dual language immersion and Spanish exploratory learning pathways.
- Racially Just and Restorative School Climates: Provide professional development in anti-racism, restorative practices, and schoolwide strategies that promote a positive school climate for all students.
- Powerful, Culturally Proficient, and Relevant Instruction: Provide teacher training in inclusive and culturally responsive practices and pedagogy. Support teachers to include these strategies in grade-level instructional units. Provide music and arts experiences that are culturally relevant to students.
- Shared Decision-Making and Participatory Practices: Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities.

**Part B:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Longfellow Elementary has expanded its existing best practices to engage an increased number of students, staff, families and community members in developing its community school goals and to engage partners in aligning efforts across multiple initiatives.

With community input, Longfellow revised its mission and vision as follows:

**Mission Statement:**

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.

**Vision**:

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 who 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.

Longfellow achieves this mission by developing goals and strategies as part of a continuous improvement process.

**Needs and Assets Assessment**

With support from non-profit partner Communities in School, Longfellow reviewed achievement, engagement, and attendance data; demographic data; community resource data; and staff, student, and parent survey data to complete the needs assessment. The needs and assets assessment summarizes top findings, considers alignment between Community School goals and the School Plan for Student Achievement, and includes asset mapping of existing supports. Through coaching from CIS and the support from central office staff, Longfellow identified and continues to monitor progress toward community school goals that align with PUSD's strategic plan.

**Data Collection and Analysis**

Data collection and analysis are ongoing and include the sharing of student achievement on benchmark assessments at the School Site Council and English Learner Advisory Committee meetings. The school's leadership team also meets with teachers 2-3 times per year to conduct data analysis and identify actions to support improved student performance. Other ongoing data collection strategies include surveys to gather input on school priorities and to understand staff and parent perspectives, as well as student empathy interviews.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

| Draft Collective Priority | Outcome/Indicators you aim to improve |
|---|---|
| The percentage of students who met or exceeded the standard for the iReady Math Diagnostic assessment will increase by 3% by the end of the school year. | 30% of students in grades 1-5 will score at grade level or above on the iReady Math Diagnostic 2 assessment, and 40% at or above grade level on the D3 diagnostic |
| The percentage of students who met or exceeded the standard for English Language Arts on the CAASPP will increase yearly. | Student achievement will improve as measured by an increase in state English Language Arts assessments by 3% from the previous year. |
| Yearly, decrease the percentage of students who were absent for 10% or more of school days. | Senior Community Advocate case management with chronically absent students, monthly popsicle parties for students with perfect attendance, and quarterly SART meetings. |

# Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Teachers will receive professional development directly related to the development and implementation of the cross-cultural awareness theme. | Identify intended outcomes for training and the intended audience.<br><br>Coordinate service contracts and scope of services, including follow-up support needed.<br><br>Conduct and evaluate training.<br><br>Monitor implementation and provide follow-up support. |
| Teachers will receive professional development directly related to community-building practices. | Identify intended outcomes for training and the intended audience.<br><br>Coordinate service contracts and scope of services, including follow-up support needed.<br><br>Conduct and evaluate training.<br><br>Monitor implementation and provide follow-up support. |

# Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Use a variety of strategies to gather input from students, staff, parents/caregivers, and community partners. | Conduct annual surveys with staff, students, community partners, and parents; Conduct annual empathy interviews with students and parents<br><br>Determine key data points to monitor progress toward student achievement, parent/family engagement, and student engagement.<br><br>Administer Panorama;Identify survey items that align with annual goals. |
| Expand the role of the existing advisory councils (school site council, magnet advisory council, ELAC) to identify and monitor the progress of community school priorities. | Share and gather feedback on the needs and assets assessment and community school implementation plan annually.<br><br>Share identified needs and site priorities with community partners so that community partners can align their efforts, services and programming to help Longfellow achieve its goals.<br><br>Update needs and assets assessment and implementation plan based on input gathered.<br><br>Monitor progress toward community school goals quarterly and work collaboratively to revise strategies as needed. |

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

In addition to leadership roles on existing school committees (PTSA, African American Parent Council, English Learner Advisory Committee), Longfellow has several key leadership structures for shared decision-making:

1. **Instructional Leadership Team**- List who is on the team and their key function

   Erica Ingber - Principal: Leader of the team

   Gina Hernandez - MTSS Coach

   Griselda Hermosillo - The Magnet Curriculum DLIP Program Coach

   Kaiulani Venable - Magnet Coordinator

2. **School Site Council**- The School Site Council includes the Community Advocate, teachers, classified staff, principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing and special committees regarding focus of SPSA.

3. **The Magnet/Community School Advisory** meetings align the priorities from the two grants and the SPSA to support student achievement and the school community. Families at the advisory meetings also provide feedback and input on the needs and recommendations for the school. Allendale

4. **MTSS Team**- The MTSS team includes the Principal, MTSS Coach, Instructional Coach, and classified staff. The team services to develop, monitor, and strengthen health and behavioral supports to students and families to mitigate barriers to student engagement in school. Using the multi-tiered systems of support framework, the team is responsible for developing Tier 1 schoolwide academic, behavior, and wellness interventions as well as monitoring individual student progress and referring students for services as needed

5. **ELAC** supports English learners and their families by providing information about educational programs and supports for English learners, as well as parent education. The ELAC committee also provides input to the SSC on recommendations for English learners to include in the SPSA. The **PTA** works with parents and teachers to raise money and support the needs of the school, as well as, provide community events and experiences for students.

6. **Relocation committee** provides the most up-to-date information on the move to a different campus for the 26-27 SY in an effort to reduce community anxiety about a new location. Parents are also able to ask questions and make sure all of our building/school needs are met in the new location.

# Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Develop a sustainability plan | Documented outreach resources; Policies, procedures, and norms<br>Collaborate with the school community to develop the sustainability plan |
| Diversify sources to fund activities to promote sustainable funding partnerships. | Identify available funding sources with purposes that align with community school goals.<br><br>Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources.<br><br>Document potential funding streams to continue services when funding ends.<br><br>Document curriculum |

## Key Staff/Personnel

| | |
|---|---|
| Erica Ingber, Principal | Provide leadership and support, participate in the advisory council, and support the alignment of initiatives |
| Monica Mercado, Senior Community Advocate | Coordinate expanded community partnerships, conduct needs and assets assessment, and create support plan in collaboration with the school community, monitor and evaluate the needs of students and impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities |
| Connie De La Torre, Community Assistant | Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff) |
| Kaiulani Sallas, Magnet Coordinator | Lead parent and community outreach, facilitate meetings of teachers/staff and parents, lead coordination of purchases for classroom instructional materials to integrate the school theme, lead data collection for |

| | |
|---|---|
| | program evaluation |
| Griselda Hermosillo, Curriculum Specialist | Support teachers in developing theme-integrated lessons and assessments across all academic content areas |
| Gina Sorenson Hernandez, MTSS Coach | Conduct workshops, organize professional development, demonstrate strategies, assist teachers with curriculum differentiation, and provide and/or arrange coaching for teachers |

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

**Building Capacity**
In addition to state and regional technical assistance webinars, the community school coordinator participates in biweekly training and biweekly office hours featuring Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

Extensive teacher training in schoolwide practices and curricular themes also ensures that teachers have the capacity to continue integrating the cross-cultural awareness theme and schoolwide inclusive practices when funding for significant training is no longer available. Longfellow has set a training target of an average of 50 hours of training per teacher in thematic instruction and an average of 50 hours of training per teacher in school wide reforms, to include workshops, coaching, and “turn-key” opportunities wherein teachers share what they have learned after attending a training. Professional development is provided by instructional coaches as well as professional consultants (such as Capturing Kids Hearts, Cambio Group, Jose Medina).

As part of its sustainability plan, staff will maintain documentation of ongoing training resources such as toolkits and videos and develop onboarding training and materials for new staff as well as reduced-cost “refresher” training at the sites. District-funded Instructional Coaches will provide onboarding and ongoing training to new staff as needed.

**Documenting Program Components and Schoolwide Systems**
Teachers and program staff will spend extensive time documenting newly developed instructional units that integrate the cross-cultural awareness theme and schoolwide practices. Teachers will document the integrated curriculum by developing units, which will be stored in a shared Drive and published on a Google Site. Files for parent and community outreach will also be stored in a shared Drive. This shared drive is owned by a team, as opposed to an individual owner, so the files will remain accessible as magnet staff transition into new roles after funding ends.

The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering commuting input and incorporating feedback as well as systems to promote coordinated and aligned student services.

**Identifying Long-term Funding Streams**
Staff will largely focus grant spending on temporary personnel, one-time purchases, and training. There are, however, some anticipated ongoing expenses that will require long-term funding, such as expanded learning programs and tutoring services. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners. Longfellow's Advisory Council will play a key role in establishing, expanding, and strengthening community and industry partnerships to provide low and no-cost services to students and families and in diversifying funding sources to sustain ongoing fee-based services.

# Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Expand partnerships to meet student and staff needs to implement a community schools model. | Conduct a school needs and assets assessment.<br><br>Identify potential partners to address the identified needs.<br><br>Establish MOUs with partners. |
| Increase community partner participation in decision-making. | Engage community partners in the school's Magnet Advisory Board or the RTI MTSS Team. |

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

**Current Partnerships**
**Professional Development Partners**

- Cambio Group- Instructional unit design and job-embedded coaching to support the implementation of grade-level thematic units
- National Institute for Magnet School Leadership- Coaching in schoolwide implementation the cross-cultural awareness and Spanish theme.

- Educational Solutions/ Jose Medina- Frameworks and pedagogies to support multilingual learners
- Flippen Group/Capturing Kids Hearts- Creating safe and effective relationship-based classroom environments
- Communities in Schools- Establishing community school practices (needs assessment, case management and data management, school support plan)

**Expanded Learning Partners**

- Light Bringer Project- Longfellow partners with Light Bringer Project to provide visual arts instruction and enrichment opportunities.
- Pasadena Conservatory of Music- The Pasadena Conservatory of Music provides all instruction at Longfellow Elementary, with the Harmony Project continuing the process after school.
- Harmony Project- In addition to providing after-school orchestra classes, Longfellow has expanded its partnership with Harmony Project to offer after-school mariachi classes and music enrichment as part of its summer bridge program.
- City of Pasadena and PUSD Learns provide after-school programs on site and offer local summer programs at reduced costs to PUSD students.
- Parents serving as teaching artists: Folklorico Dance Group
- Mariachi - Harmony Project
- Reading Partners - tutoring ELA

**Health & Wellness Partners**

Led by PUSD Health Programs and Student Wellness and Support Services, Longfellow community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic, mindfulness sessions in classrooms
- Vision 2 Learn- Vision screening and provision of glasses
- Rose Bowl Aquatic Center- Swim safety program for 3rd-grade students
- Sycamores- Mental health services
- THRIVE School Mental Health and PUSD Mental Health Services
- KIND - Basic needs
- LA Laundry Truck - mobile laundry
- LA Food Bank - monthly food distribution
- Baby 2 Baby - Christmas holiday event for students
- Shoes that Fit - shoe distribution
- Assistance League of Pasadena - Backpacks and uniforms
- Alice's Kid - Gift cards

1. Mindful Monday is a monthly event during students' lunchtime, where community partners are invited to set up interactive tables and engage students through fun, meaningful activities. The intention is to foster relationship-building between students and local organizations, while providing exposure to the important work these partners offer within our community.
2. In addition, Parent Resource Fairs are held during some school events, where community

partners host informational tables to get families connected with various resources and supports.

3. The Community Advocate also developed a Longfellow Resource Folder via Google Drive that families can access at any time. A corresponding QR code flyer links directly to this digital folder, which is organized into subfolders by category, featuring a wide range of resources provided by our local community partners. Additionally, our school partners with various organizations to enrich student learning and experiences.
   Reading Partners supports K-4th-grade students with reading intervention. Students also learn about community helpers through guest speaker visits in their classrooms. Sycamores is a mental health organization that is based on campus that provides services to our students that support overall well-being. Harmony Project provides after-school music instruction and family outreach. The Folklorico program provides opportunities for students to celebrate cultural heritage. Light Bringer Project works with students after school on art projects that help students express their identity and engages students in cross-cultural art activities. Rose Bowl Aquatics provides swimming lessons to 3rd grade students during school hours. Science Night features hands-on activities with organizations like JPL, CalTech, Kaiser Permanente, Society, Audubon, Monarchs and More. Through our partnership with the LA Food Bank we are able to host a monthly food distribution on site where families can come pick up a box of food and fresh produce. We also have a partnership with The Laundry Truck LA, in which we are able to have a mobile laundry truck on site every week on Tuesday to wash, dry, and fold clothes for families. LA28 was generous enough to donate over 500+ pairs of shoes, allowing us to host a schoolwide shoe distribution. Good Sports was generous enough to donate clothing items and shoes to distribute to students in need, along with some athletic equipment for our physical education classes.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.







California Community School Partnership Program

# Annual Progress Report

# - Implementation- School Sites-

# 2025-2026

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# Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

**Data for learning**

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

**Who should prepare the APR**

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

**Process to prepare the APR**

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

**Resources to reference in the APR**

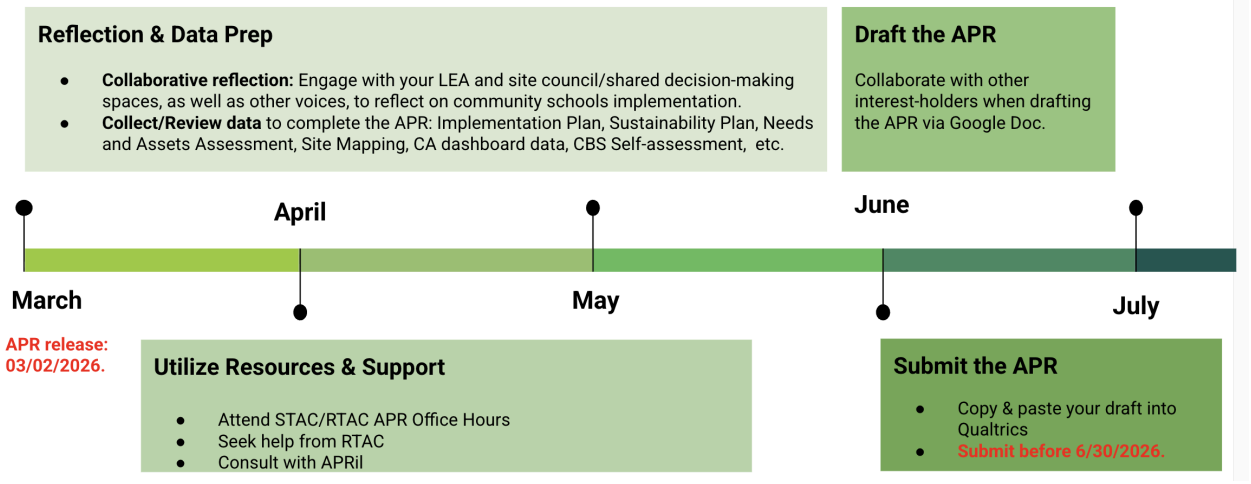
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

**Seeking support for the APR process**

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

**Suggested timeline**



# 1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:




Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

| | |
|---|---|
| Region | ▼Greater Los Angeles _____ |
| Cohort | ▼Cohort 1 _____ |
| LEA/Fiscal Agent | ▼Pasadena Unified School District ___ |
| School Name (CDS Code) | ▼19 64881 6021679_____ |

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

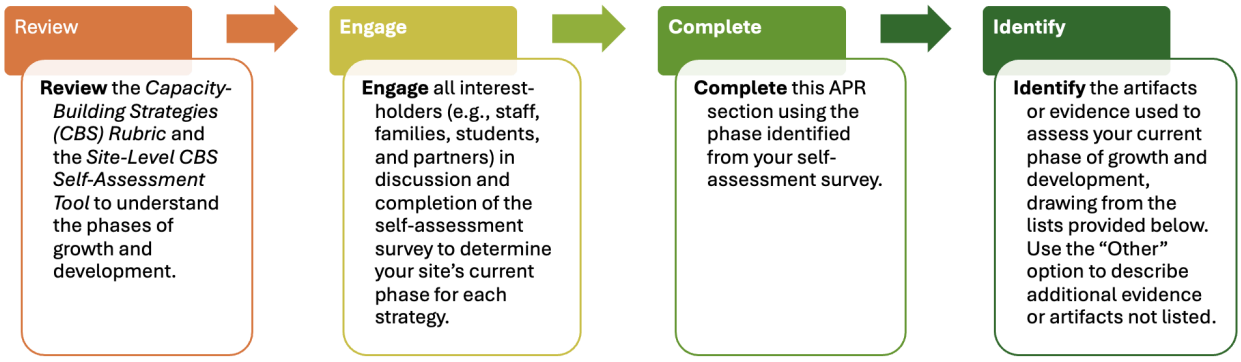
| |
|---|
| Name: Erica Ingber |
| Job Title: Principal |
| Email: ingber.erica@pusd.us |
| Phone number: (626)396-5720 |

# 1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question




## Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☐ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☑ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

## Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☐ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☑ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevates community assets
- ☑ School climate surveys
- ☑ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☑ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☑ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Integrating cross-cultural awareness into the existing curriculum. Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

## Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.
- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☐ Team mapping
- ☑ Formal agreements
- ☑ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☑ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

## Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☐ Roles and responsibilities document that includes a process for ongoing revision

- ☑ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☑ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate) participate in restorative practices, trauma-informed, first aid, attendance strategies, and PUSD Community School practices.

## Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☑ Service utilization rates
- ☑ School climate surveys
- ☐ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☑ Partners participation in school events

- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☑ Annual partnership reflection reports or improvement plans based on review data.
- ☑ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  School Site created a resource folder with public access. Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

**Strategic Community Partnerships-** Integrating new resources at our school site this year was successful - LA Food Bank, Mobile Laundry, backpack/shoe distributions. This was possible due to community partners and families who helped as volunteers. In addition, we maintained our partnerships with Light Bringer Project, which provided after-school art classes for our students, Harmony Project, which provided after-school music and included Mariachi classes, Sycamores Site-Based Counseling Services, Young and Healthy, and Vision to Learn, which provided dental, medical, and vision services for our students. We also partnered with LEARNS and ELOP to have a targeted afterschool reading intervention for students in 2nd and 3rd grade

**Shared Commitment, Understanding, and Priorities-** We have aligned Community School, Magnet and School priorities so all stakeholders are working towards the same goals and understand why. To this end, we made attendance a priority. The Community Advocate case managed 25 students, and of those 25 students, 95% made progress towards improving their attendance. 65% met their attendance goals. School-wide the practices we implemented led to an increase of daily average attendance by 1.29% for the year and a decrease of 6.76% in the number of chronically absent students.

**Centering Community-Based Learning-** We again were able to have a substitute 4 days a week to cover teachers for PLCs, parent meetings, and IEPs. The sub also worked with students regularly on targeted interventions. We were also able to pay for an intervention teacher 2 days a week to work with 2nd-grade students on U-FLY reading interventions. Of the 25 students the intervention teacher worked with, 24 made progress. The student who did not make progress was chronically absent.

# 1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

| | Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process. | Which of the following processes did you use to engage each of the following school community groups? (Select all that apply) | | | | | | | If you selected ot processes, pleas specify: Other (Write-In) |
|---|---|---|---|---|---|---|---|---|---|
| | | Surveys | One-on-one interviews | Focus groups | School council/ steering committee meetings | Other meetings and forums | School events | Other | |
| Administrators 1 - Principal | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% | ☑ | ☐ | ☐ | ☑ | ☑ | ☑ | ☐ | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Certificated staff | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100%| ☑ | ☐ | ☐ | ☑ | ☑ | ☑ | ☑ | Professional Development |
| Classified staff | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100%| ☑ | ☐ | ☐ | ☑ | ☑ | ☑ | ☐ | |
| Students | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100%| ☑ | ☑ | ☐ | ☐ | ☐ | ☑ | ☐ | |
| Family members | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100%| ☑ | ☐ | ☑ | ☑ | ☑ | ☑ | ☐ | |
| Community partners (school partners | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%| ☐ | ☐ | ☐ | ☐ | ☐ | ☑ | ☐ | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| with an MOU or any other formal agreement to provide supports or services.) | • 75-100 % | | | | | | | | |

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

| | Percentage of individuals engaged in developing your community school in the past year. |
|---|---|
| English language learners | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |
| Students with disabilities | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |

| | |
|---|---|
| Socioeconomically disadvantaged students | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |
| Racially marginalized populations | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |
| Homeless youth | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |
| Foster Youth | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |
| Chronically absent students (students who were absent for 10 percent or more of the instructional days) | • 0%<br>• 1-24%<br>• 25-49%<br>• 50-74%<br>• 75-100% |

How are you engaging individuals within the groups identified above?

| |
|---|
| Surveys, school events, SST meetings, parent workshops, focus groups, parent outreach/1:1 check ins, home visits, and attendance incentives. |

# 1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

| | Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply) | |
|---|---|---|
| | **Yes** | **No** |
| Health Screening and Services (vision, dental, hearing, neurological, physical health) | ☑ | ☐ |
| Mental Health Screening and Services | ☑ | ☐ |
| Nutrition Services and Support | ☑ | ☐ |
| Academic Support (tutoring, specialist, etc.) | ☑ | ☐ |
| Counseling Center | ☑ | ☐ |
| Multi-Tiered System of Support | ☑ | ☐ |
| Coordination of Services Team (e.g., COST, MTSS team) | ☑ | ☐ |
| Before School (times/services) | ☐ | ☑ |
| After School (times/services) | ☑ | ☐ |
| Summer Programs | ☑ | ☐ |

| | | |
|---|---|---|
| During School (learning pathways, differentiated instruction, lab times, etc.) | ☑ | ☐ |
| Teacher Leadership Development and Opportunities | ☑ | ☐ |
| Parent Leadership Development and Opportunities | ☑ | ☐ |
| Student Leadership Development and Opportunities | ☑ | ☐ |
| Shared Decision-Making Bodies that center the voices of students, families, and community | ☑ | ☐ |
| Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) | ☑ | ☐ |
| Home Visits | ☑ | ☐ |
| Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) | ☐ | ☑ |
| Positive Behavioral Supports | ☑ | ☐ |
| Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) | ☑ | ☐ |
| Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) | ☑ | ☐ |
| Project-Based Learning | ☑ | ☐ |
| Culturally-Sustaining and Responsive Curriculum and Pedagogy | ☑ | ☐ |
| Community-Based Curriculum, Pedagogy, and Projects | ☑ | ☐ |
| Personalized Learning Plans | ☑ | ☐ |
| Performance Assessments (e.g., capstones, portfolios, etc.) | ☐ | ☐ |
| Advisory System to ensure every student has a home base / family group and an advisor who knows them well. | ☑ | ☐ |
| Other: (Write in) | ☐ | ☐ |
| Other: (Write in) | ☐ | ☐ |
| Other: (Write in) | ☐ | ☐ |

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

| | When did you start implementing this support? | In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories . | | | | In addition to CCSPP, please select the main funding source you are using for this support. | If you selected "other" for the funding source, please specify: | OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support. |
|---|---|---|---|---|---|---|---|---|
| | | Students | Staff | Parents/ Family members | Other individuals | | Other (Write-In) | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *e.g.,Health Screening and Services (vision, dental, hearing, neurological, physical health)* | Started im… | | | | | Learning… | | |
| Coordination of services to provide health and wellness services to students and families | Previously… | 517 | N/A | N/A | | Other | Partnerships | |
| Professional development in cross-cultural learning curriculum, positive school climate | Previously… | N/A | 23 | N/A | | District F… | | |
| Learning materials to support literacy intervention, family engagement in support literacy (e.g. take home classroom books), and extended | Previously… | 517 | N/A | N/A | | Local Co… | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| school year programs | | | | | | | | |
| Tutoring services and academic intervention support in leveled literacy | Previously… | 28 | N/A | N/A | | Expande… | | |
| After-school and summer enrichment (arts, folklorico, STEM) | Previously… | 223 | N/A | N/A | | Expande… | | |

*Note:*

**please add rows as needed.*

# 1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

## Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

| | **Cohorts 1-3 only:** Was this goal submitted with the previous APR? | Select the category that is most closely related to your goal: | Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment. | Explain the action(s) you took in the SY 2025-26 to meet this goal |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Goal 1: | ☑ Yes<br>☐ No | ☐ Academic Achievement & Student Learning | The percentage of students who met or exceeded the standard for the iReady Math Diagnostic assessment will increase. This goal was based on data from the school's needs and assets assessment and in alignment with the school plan for student achievement. | |
| Goal 2: | ☑ Yes<br>☐ No | ☐ Academic Achievement & Student Learning | The percentage of students who met or exceeded the standard for English Language Arts on the CAASPP will increase yearly. The goal was developed based on the needs and assets assessment and in alignment with the school plan for student achievement. | |

| | | | | |
|---|---|---|---|---|
| Goal 3: | ☑ Yes<br>☐ No | ☐ Attendance & Absenteeism Reduction | Students will increase their average daily attendance by 3% for the 2025-2026 school year | |

## Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and

describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

| | Metric(s) | Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners) | SY 2022-2023 (report numeric values only) | SY 2023-2024 (report numeric values only) | SY 2024-2025 (report numeric values only) | SY 2025-2026 |
|---|---|---|---|---|---|---|
| Goal 1:<br><br>If you have more than one metric for Goal 1, please add here. | ☐ Proficiency scores, English Language Arts and Mathematics | 30% of students in grades 1-5 will score at grade level or above on the iReady Math Diagnostic 2 assessment | 45% | 40% | 44% | 38% |
| Goal 1:<br><br>If you have more than one metric for Goal 1, please add here. | ☐ Proficiency scores, English Language Arts and Mathematics | 40% at or above grade level on the D3 diagnostic in math | 59% | 56% | 49% | 49% |
| Goal 2:<br><br>If you have more than one metric for Goal 2, please add here. | ☐ Proficiency scores, English Language Arts and Mathematics | Student achievement will improve as measured by an increase on state English Language Arts assessments by 3% from the previous year. | 48.18% | 48.93% | 46.64% | 51%<br><br>Actual: 46% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Goal 3:<br><br>If you have more than one metric for Goal 3, please add here. | ☐ Chronic absenteeism rates | Longfellow will reduce the number of chronically absent students by 10% | 29.1% | 25% | 22.8% | 20%<br><br>Actual: 21.43% |

## Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

For attendance, the Sr. Community Advocate will continue to case manage students who are chronically absent. She will use an attendance tracker with students and do formal check-ins and offer incentives to help them improve their attendance. She will also do check-ins with parents to identify causes of poor attendance and what the school can do to support the families in getting their students to school every day. Mindful Mondays will continue to provide engaging opportunities for students, connect them with community resources, and encourage school attendance through positive and meaningful experiences.
In addition the MTSS team will meet monthly and identify students who are at risk of being chronically absent and create groups to monitor their academic and attendance progress in Panorama as well as implement and document interventions to help them improve. Each month, we will send out emails, phone blast or meet in person with families whose attendance is not improving and come up with a plan/contract for improvement and align any needed resources to support the family.

# School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

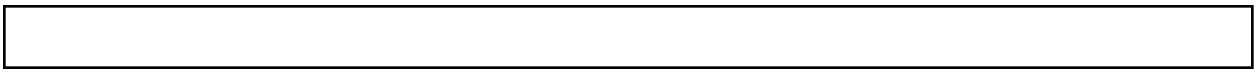
Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

| Strongly Disagree | Disagree | Neither disagree nor agree | Agree | Strongly Agree |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☑ | ☐ |

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

We use the Panorama School Climate survey as well as interviews from students, staff, and families. For the most part, all of our results are favorable and have increased and we nationally score 70% or higher in all areas rated by staff and families. We noticed that the student surveys are significantly lower at around 50%, indicating that we need to do more work on growth mindset, setting purpose, and understanding their perception of what is happening.
Several things have contributed to increasing the overall school climate for staff and families that have been supported by the CCSPP grant, including: Professional development and implementation of Capturing Kids Hearts strategies and Kagan strategies. In addition, being transparent with staff and families and offering supports like laundry, food distribution, and resources for dental, medical, and visitation. Improved attendance and community events like Mindful Mondays, Resource fairs, Student Store, and school Museum visits have also contributed to positive school climates.



# 1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☐ Centering Community-based Learning
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☑ ~~Community Schools Sustainability~~
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

*Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.*

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☑ ~~Community Schools Coordinator(s)~~
- ☐ School Counselor/Social Worker/Psychologist
- ☐ Teacher(s)
- ☐ Instructional Coach(es) (if applicable)
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☐ Useful
- ☑ ~~Somewhat Useful~~
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

# 2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

**CCSPP implementation plan (2025-2026) for your school site**

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

**Evidence that the CCSPP implementation plan was posted to share with your school community.**

Please include the online link (URL) where the plan was posted on your school website below.

https://longfellow.pusd.us/families/community-school

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

**Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan**

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1HdOUcDNzN8GpeYnJcVxLf1UDnTiOQzAz/edit?gid=1378702641#gid=1378702641

# 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 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. 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;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 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 | $2,405,280 | 7,447 | $322.99 | 357 | $115,307.43 |