School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions the SPSA Template
Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Longfellow Arts and Technology Middle School	01-61143-6090294	05/31/2019	Targeted Sup Improvement)

Schoolwide Program
Comprehensive Support and Ir
Targeted Support and Improve

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

Use of state and local

Listening Demonstrating effective communication skills							
Grade Level	% Above Standard			% At or Near Standard			% Below Standard
	16-17	17-18	18-19	16-17	17-18	18-19	16-17

Communicating

3. Strength in Speaking, 89% well developed, incorporate more opportunities to use verbal language to show understanding.

School and Student Performance Data

Student Population

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

2018-19 Student Population

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	So-50001 21.39999962 cm Q 679.85	

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance

Red

Orange

Yellow

Green

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
	[redacted]	[redacted]	[redacted]
Green	No Performance Color	No Performance Color	No Performance Color
4.1	Less than 11 Students - Data Not Displayed for Privacy	4.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.9	2	Declined -1.5	5
122		23	

Hispanic	Two or More Races	Pacific Islander	White
		[redacted]	
Yellow	Green	No Performance Color	Green
2.8	5.7	Less than 11 Students - Data Not Displayed for Privacy	3.4
Increased +0.6	Declined -1.2	0	Declined -3.3
214	53		892.3030014 8.4

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	3

This

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 1

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Subject Assessments (Unit and/or District Planned)	TBD, newly used metric. All content areas	With better structured and aligned

Provide Culturally Responsive Integrated & Designated Reading Supports and Practices for all students, along with

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis

program. Accelerated Reader: Ensure teachers are trained well on procedures and have it incorporated with fidelity into the ELA theory of action.

skills

To better support of teachers through uninterrupted PD and coaching process in content, PLC, and MTSS systems through Literacy and RTI coaches that focus solely on these systems versus dispersed responsibilities. These positions will also be focused on building the necessary Tier 1 skills

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		class is in the process of the lesson. This will also help students identify what they are learning and

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.

Need PD time to develop staff's RJ capacity, teacher hourly incorporated in the summer, training in advance for the entire school year. Narrowed focus to allow more in depth work with higher needs students and families. Secondary and tertiary

38900	BSEP
5000	BSEP
105,350	Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Stacey Wyatt	Principal
Hans Abramson-Ward	Parent or Community Member
James Shultz	Parent or Community Member
Pablo Paredes	Parent or Community Member
Jose Rodriguez	Parent or Community Member

6/9/20

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

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

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

Analysis

Y 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

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.

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

F. A description of the activities the school will include to ensure that students who experience

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)

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 aredistric5(charter)] TJ ET EMC /P <</MCID 157 >> BD

Appendix C: Select State and Federal Programs

For a list