

School Year: **2023-24**



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
Longwood Elementary School	01611926001044	April 24, 2023	July 12, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

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)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI:

There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
 - All indicators at the lowest status level but one indicator at another status level”
- Our site is one of the sites that was identified as ATSI.

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.

Longwood Elementary School developed this plan in conjunction with HUSD’s LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students’ deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State’s LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Table of Contents

SPSA Title Page	1
Mission and Vision Statements	1
Purpose and Description.....	2
Table of Contents.....	4
Educational Partner Involvement	6
Resource Inequities	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
Student Population.....	13
Overall Performance	15
Academic Performance	17
Academic Engagement.....	22
Conditions & Climate.....	24
Goals, Strategies, & Proposed Expenditures.....	26
Goal 1.....	26
Goal 2.....	30
Goal 3.....	34
Goal 4.....	38
Goal 5.....	41
Goal 6.....	45
Goal 7.....	49
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	53
School Site Council Membership	55
Recommendations and Assurances	56
Instructions.....	57
Instructions: Linked Table of Contents.....	57
Purpose and Description.....	58

Educational Partner Involvement58
Resource Inequities58
Goals, Strategies, Expenditures, & Annual Review59
Annual Review60
Budget Summary61
Appendix A: Plan Requirements63
Appendix B:66
Appendix C: Select State and Federal Programs68

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?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The SPSA is created in conjunction with the school staff and parent input through our School Site Council (SSC). The SPSA is discussed throughout the year with teachers and parents. The SSC makes sure that all funds that are approved are utilized properly and if there are funds that need to be spent, the SSC makes decisions on how best to use those funds. Similarly, student data is reviewed by members of the SSC to determine whether site goals and funds need to be diverted or utilized for different purposes. Longwood SSC is composed of 10 members: the principal, 3 classroom teachers, 1 school support staff and 5 parents.

Resource Inequities

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

At Longwood School we face many challenges with regard to inequities . First, our facility remains a challenge, even though there have been many improvements over the last few years. We are slated to go through a complete classroom refresh over the next couple of years that will update the technology infrastructure of our classrooms. This should support some facility inequities we presently have. The types of technology platforms available to students remains a challenge as well. We are hoping that after the significant investment made by the district to have one to one devices for students, this will also even they playing field a bit. We continue do what we can to make sure that the teachers and students have what they need to learn, but certainly we are not on the same playing field as many of the other schools in our district or in the surrounding county classrooms. Hopefully with influx of state and federal funding due to COVID-19, we will be able to see more equity for our students in the form of a decreased amount of combination classes at our school site and other factors that directly affect our students. Nevertheless, we do not use any inequity as an excuse in our attempts to provide the best opportunities for our students. Longwood staff will continue to work hard and believe in our students and our community to achieve the greatest outcomes for our school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	4.2%	4.00%	4.14%	23	19	22
Asian	5.3%	6.32%	5.26%	29	30	28
Filipino	3.6%	3.58%	3.57%	20	17	19
Hispanic/Latino	78.4%	79.37%	80.45%	433	377	428
Pacific Islander	3.1%	2.74%	1.69%	17	13	9
White	2.0%	1.68%	2.26%	11	8	12
Multiple/No Response	3.3%	2.32%	2.63%	18	11	14
	Total Enrollment			552	475	532

Conclusions based on this data:

Our diverse student population is a strength at Longwood. Although we saw a large decrease in student enrollment from the 20-21 to 21-22 school year, our enrollment has made a vast improvement in the 22-23 school year. Parents seem more willing to bring their students back to school in person as the COVID 19 pandemic gets further into the rearview mirror. We are hoping that our enrollment will continue to increase in the 23-24 school year. The Longwood School staff is working hard to make the school environment one that is enjoyable and safe for students and families.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	263	246	278	47.60%	51.8%	52.3%
Fluent English Proficient (FEP)	96	87	87	17.40%	18.3%	16.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

This past year, with our increased enrollment, we are seeing an increase in our English Learner population going from 246 students in 21-22 to 278 students in 22-23. This puts us at just over 52% of our student population as English learner students. While our Spanish Bilingual Alternative program holds the majority of our EL students, we have seen an increase in newcomer students and second language learners from non-Spanish speaking countries as well, such as, Afghanistan and Vietnam. We continue to try and provide resources to all of our EL students. Learning about the culture and experience from our different students have been an enlightening and meaningful experience for our school staff and student population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	71		0	69		0	69		0.0	97.2	
Grade 4	91	76		0	72		0	72		0.0	94.7	
Grade 5	82	84		0	78		0	78		0.0	92.9	
Grade 6	77	57		0	52		0	52		0.0	91.2	
All Grades	327	288		0	271		0	271		0.0	94.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2342.			5.80			13.04			15.94			65.22	
Grade 4		2401.			8.33			11.11			16.67			63.89	
Grade 5		2444.			5.13			26.92			24.36			43.59	
Grade 6		2465.			5.77			25.00			25.00			44.23	
All Grades	N/A	N/A	N/A		6.27			18.82			20.30			54.61	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35			42.03			53.62	
Grade 4		6.94			59.72			33.33	
Grade 5		7.69			61.54			30.77	
Grade 6		7.69			51.92			40.38	
All Grades		6.64			54.24			39.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.47			39.71			58.82	
Grade 4		2.78			54.17			43.06	
Grade 5		5.13			56.41			38.46	
Grade 6		7.69			38.46			53.85	
All Grades		4.07			48.15			47.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.90			68.12			28.99	
Grade 4		6.94			72.22			20.83	
Grade 5		5.13			73.08			21.79	
Grade 6		11.54			65.38			23.08	
All Grades		6.27			70.11			23.62	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.80			50.72			43.48	
Grade 4		8.33			66.67			25.00	
Grade 5		11.54			52.56			35.90	
Grade 6		11.54			55.77			32.69	
All Grades		9.23			56.46			34.32	

Conclusions based on this data:

After a 3 year hiatus, our students in grades 3-6 took the CAASPP exam again in the spring of 2022. Our participation in the exam was good. Over 90% of our students who were in the testing range took the exam. Our testing outcomes looked indicative of a school that has not taken a comprehensive exam in several years. In the computer adaptive (CAT) portion of the test, a majority of our students either nearly met or did not meet the ELA standards. Conversely we had only about 25% of students that met or exceeded standards. We are hoping that this school year we will be able to make more growth on these exams as our attendance has improved this year. Teaching and learning was significantly impacted last year by the amount of students that were absent for large amounts of days at a time due to quarantine protocols, especially at the beginning of the year. As we later mention in our goal sections, this school year Longwood hopes to increase the number of students meeting and exceeding standards on the CAASPP ELA test by 5%. We feel like this is an achievable goal for the next school year.

The performance task portion of the exam showed similar results as the CAT portion. The percentage of students across all grade levels exceeding standards remained low. However, our 5th and 6th grade students who had prior experience with taking the test, performed slightly better in certain areas. Our 3rd and 4th grade students had no prior experience with this exam due to non administration because of the COVID shutdown.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	71		0	68		0	65		0.0	95.8	
Grade 4	91	76		0	73		0	73		0.0	96.1	
Grade 5	82	84		0	78		0	78		0.0	92.9	
Grade 6	77	57		0	52		0	52		0.0	91.2	
All Grades	327	288		0	271		0	268		0.0	94.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2336.			1.54			12.31			13.85			72.31	
Grade 4		2402.			4.11			12.33			31.51			52.05	
Grade 5		2425.			5.13			7.69			24.36			62.82	
Grade 6		2437.			1.92			9.62			23.08			65.38	
All Grades	N/A	N/A	N/A		3.36			10.45			23.51			62.69	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.69			29.69			65.63	
Grade 4		4.11			34.25			61.64	
Grade 5		8.97			35.90			55.13	
Grade 6		1.92			34.62			63.46	
All Grades		5.24			33.71			61.05	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.23			26.15			64.62	
Grade 4		6.85			36.99			56.16	
Grade 5		5.13			38.46			56.41	
Grade 6		1.92			36.54			61.54	
All Grades		5.97			34.70			59.33	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.54			47.69			50.77	
Grade 4		2.74			52.05			45.21	
Grade 5		2.56			47.44			50.00	
Grade 6		1.92			53.85			44.23	
All Grades		2.24			50.00			47.76	

Conclusions based on this data:

The math portion of the CAASPP exam proved to be difficult for the majority of our students, especially those in 3rd grade. Similar to the ELA test, many of our students scored in the standard not met or standard nearly met range in the computer adaptive test (CAT) portion of the test. Of our students who took the CAT portion of the test, approximately 14% of students either met or exceeded the standards. In the performance task section, the results show that our students are still struggling to understand the concepts presented with only about 5 percent of our students exceeding the standards. We are hopeful with more experience and another full year of in-person instruction, we will be able to make more progress during the 2023 spring administration. As we later mention in our goal sections, this school year Longwood hopes to increase the number of students meeting and exceeding standards on the CAASPP Math test by 5%. We feel like this is an achievable goal for the next school year.

We are looking forward to our students getting another opportunity to take this exam with a full year of in person instruction to lean on. Additionally, our increased attendance should support more positive results.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	69.9	51.8	0.8
Total Number of Students enrolled in Longwood 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	246	51.8
Foster Youth	4	0.8
Homeless	2	0.4
Socioeconomically Disadvantaged	332	69.9
Students with Disabilities	51	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	4.0
American Indian		
Asian	30	6.3
Filipino	17	3.6
Hispanic	377	79.4
Two or More Races	11	2.3
Pacific Islander	13	2.7
White	8	1.7

Conclusions based on this data:

The constitution of our school population has not shifted much in the past several years as it pertains to student race/ethnicity. We still show that our primary subgroup is Hispanic/ Latino at just under 80%. Our other subgroups round out the remaining 20% pretty evenly with a little over 4% for both our African American and Asian population. Although our population has a large population of Hispanic/Latino students, we still consider our school to be diverse. We are able to learn and celebrate many different cultures based on the experiences of our students and these experiences help bring us together. One of our most significant changes this year was to add an additional Special Education class at our site. For many years we operated with only one special day class primarily for intermediate students. The class we added this year was for our primary students. It has been a wonderful experience getting to know our new students and the diversity of needs they require.

School and Student Performance Data

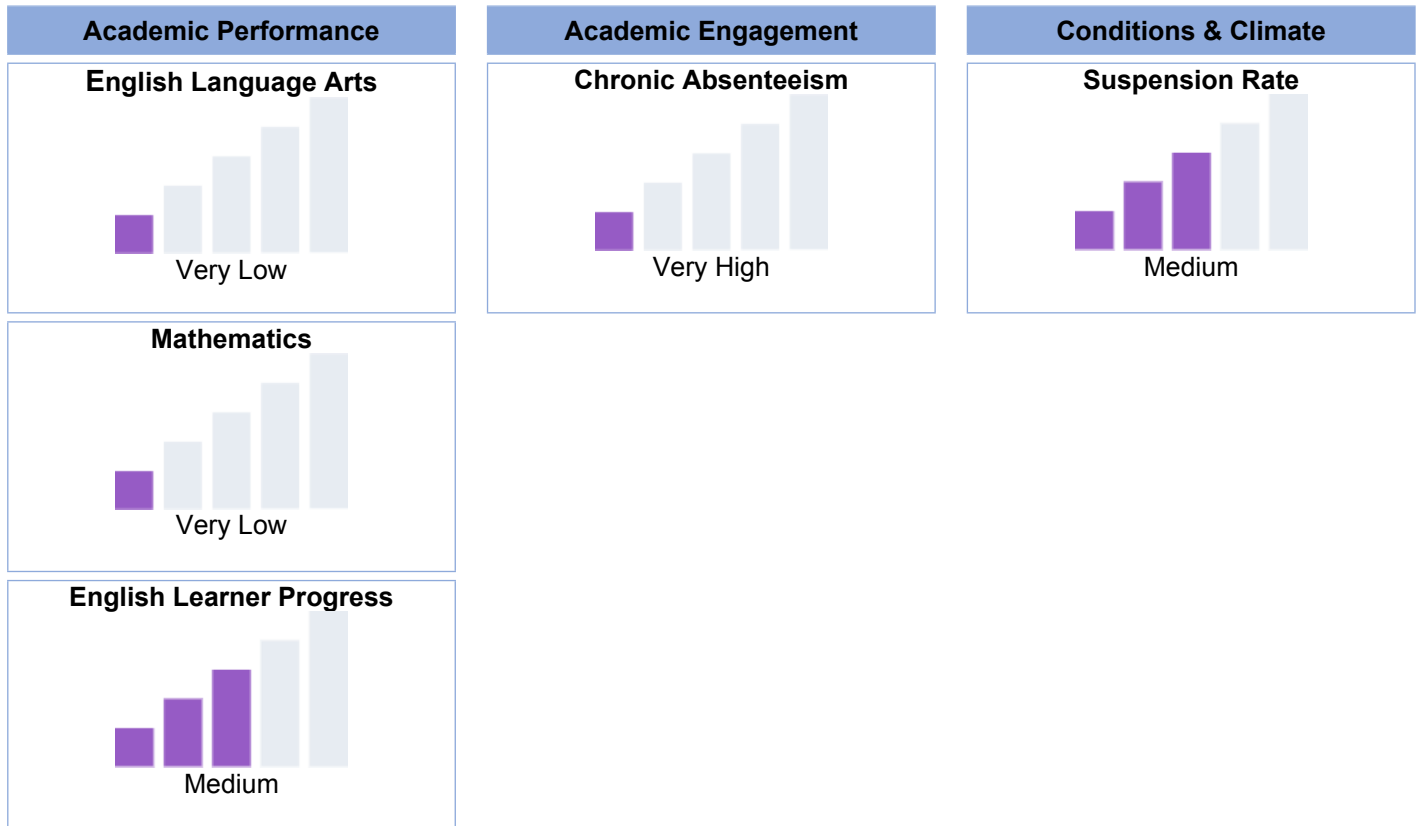
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

We will look to accelerate our student learning in the coming school year so that our students can come as close as they can to meeting grade level standards in English Language Arts and Math. Similarly we will do our best to compare other categories that were made challenging due to the pandemic.

The overall data from the dashboard suggests that Longwood is struggling academically. The amount of absenteeism from last year due to health and safety restrictions made it very difficult to keep a consistent pace of learning for our students. This school year, we have seen more consistency with our attendance so we are hoping that translates to academic growth. We have also been working to increase the amount of opportunities offered to the students to encourage them to come to school regularly.

With regard to behavior and suspension, we saw an increase in peer conflicts coming back from the pandemic. Students had a hard time adjusting to communicating in person instead of virtual and many challenges that stemmed from the use of social media apps. This school year, we have seen a decrease in these challenges, but students are still working on their interpersonal skills.

School and Student Performance Data

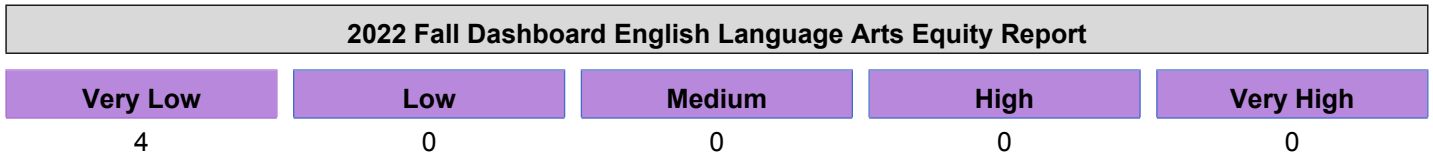
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

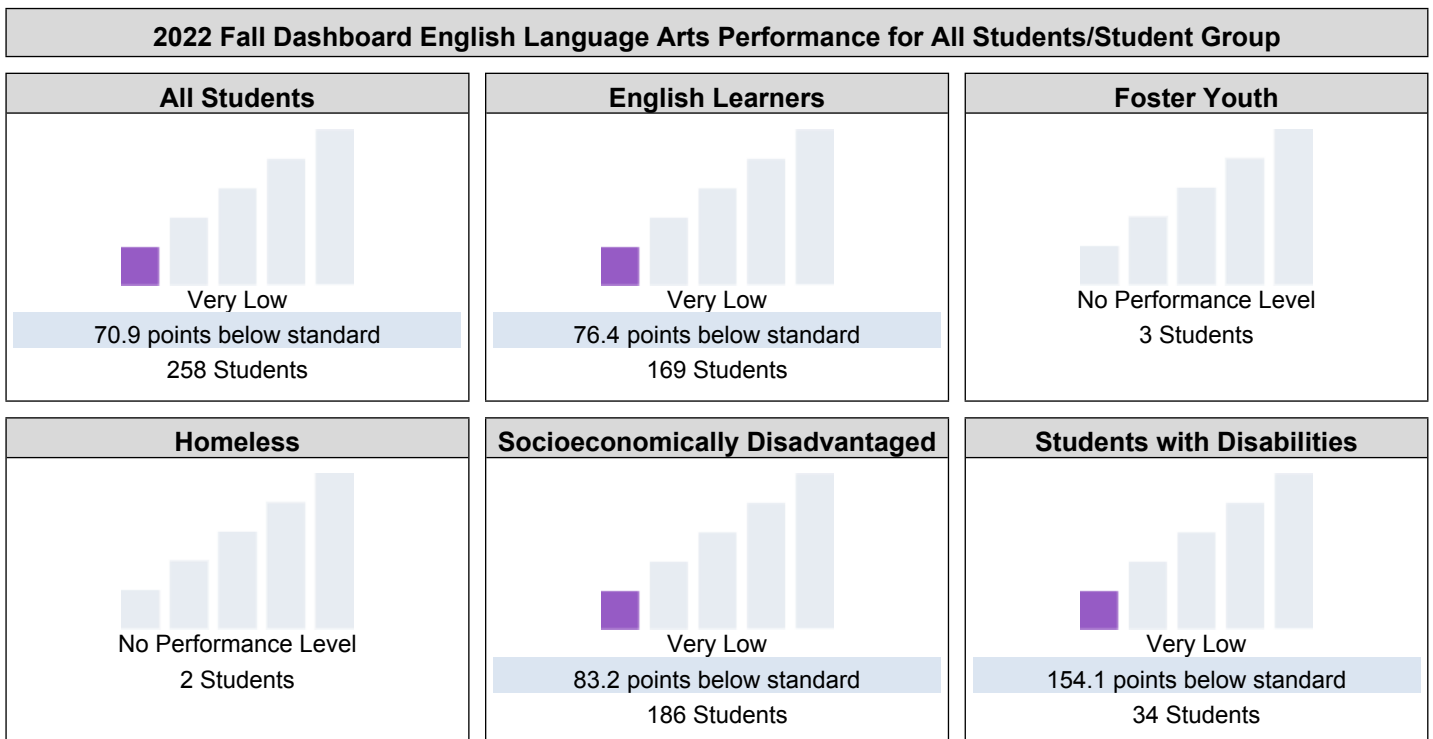
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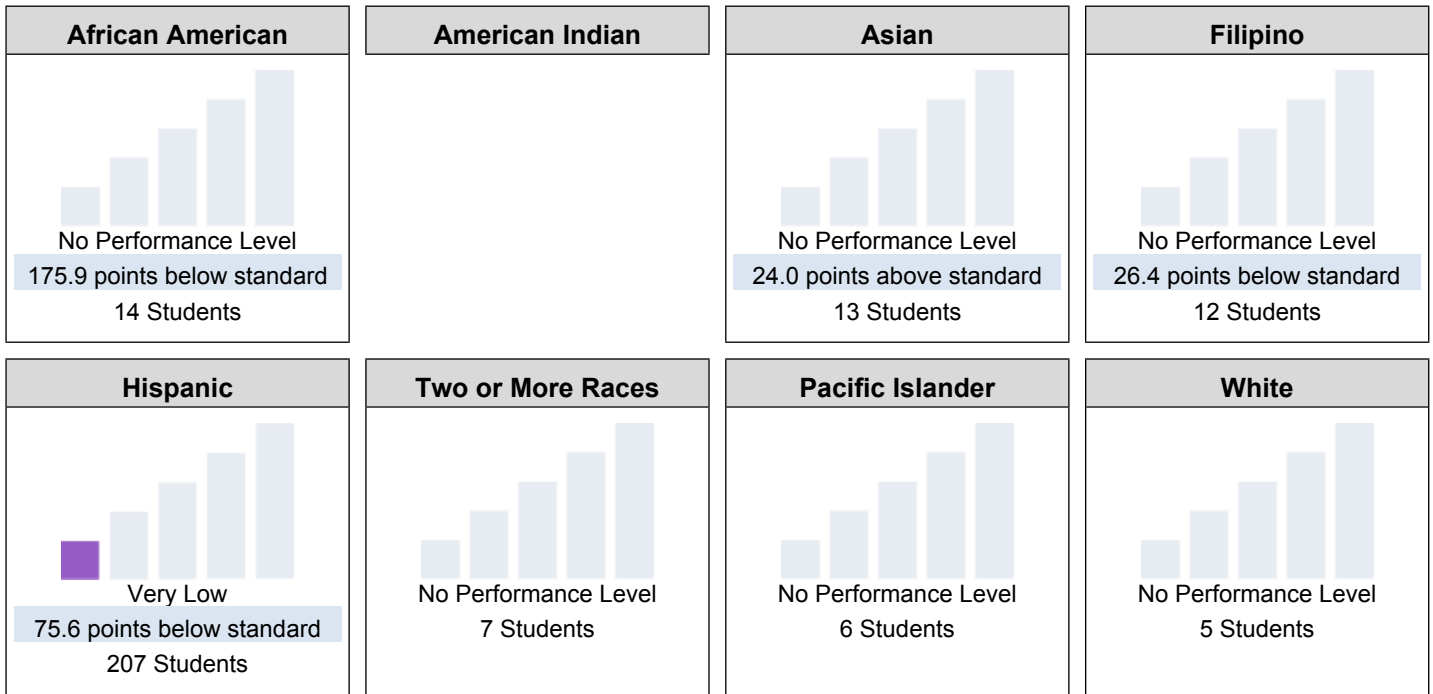
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.4 points below standard 115 Students	6.7 points above standard 54 Students	87.9 points below standard 76 Students

Conclusions based on this data:

It is clear to see that the data from our ELA CAASPP test is not where we would like it to be. We have a lot of growth to make. We will continue to work in the classroom, as well as, through intervention practices to improve our scores in this area.

School and Student Performance Data

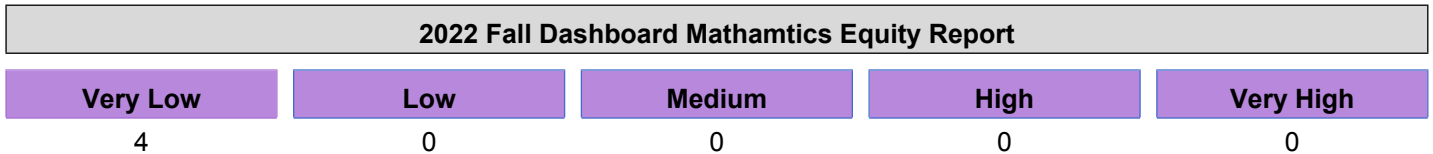
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

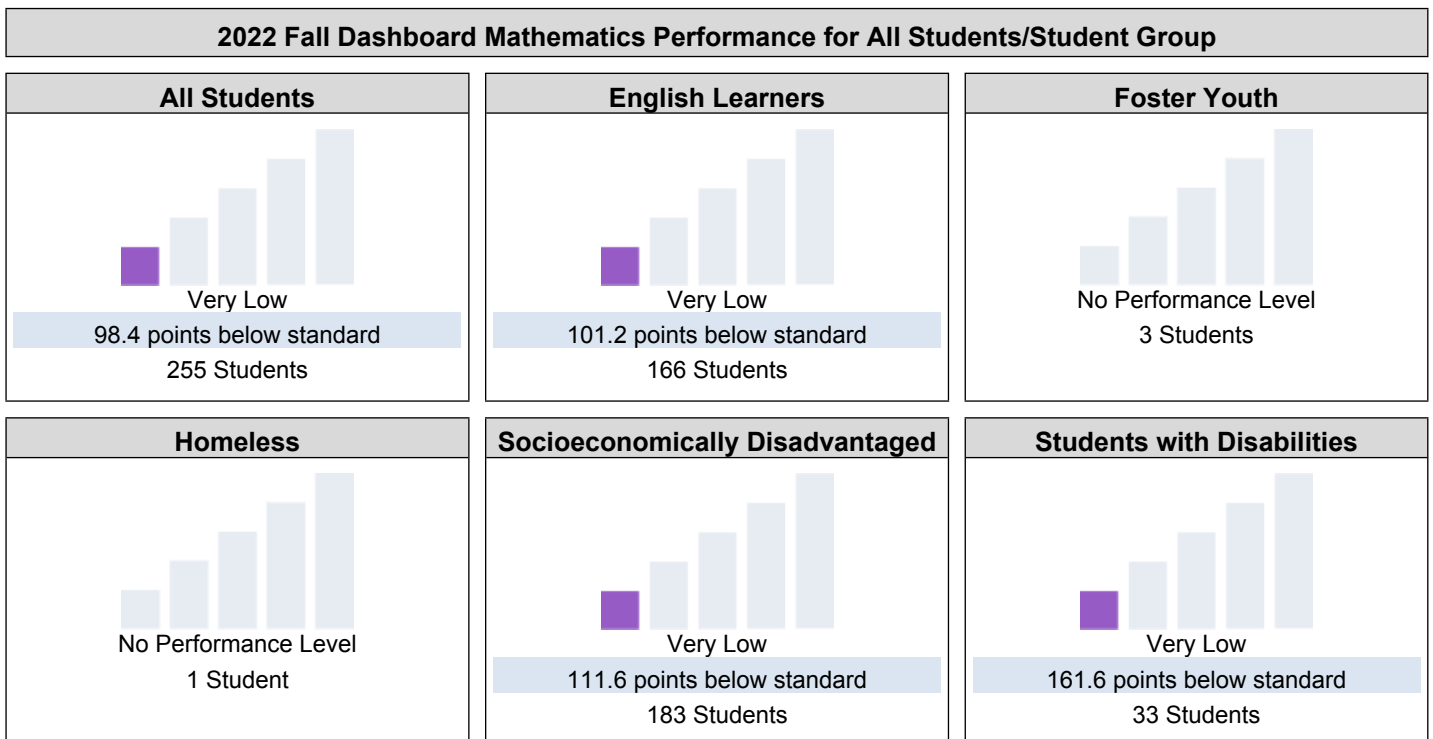
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



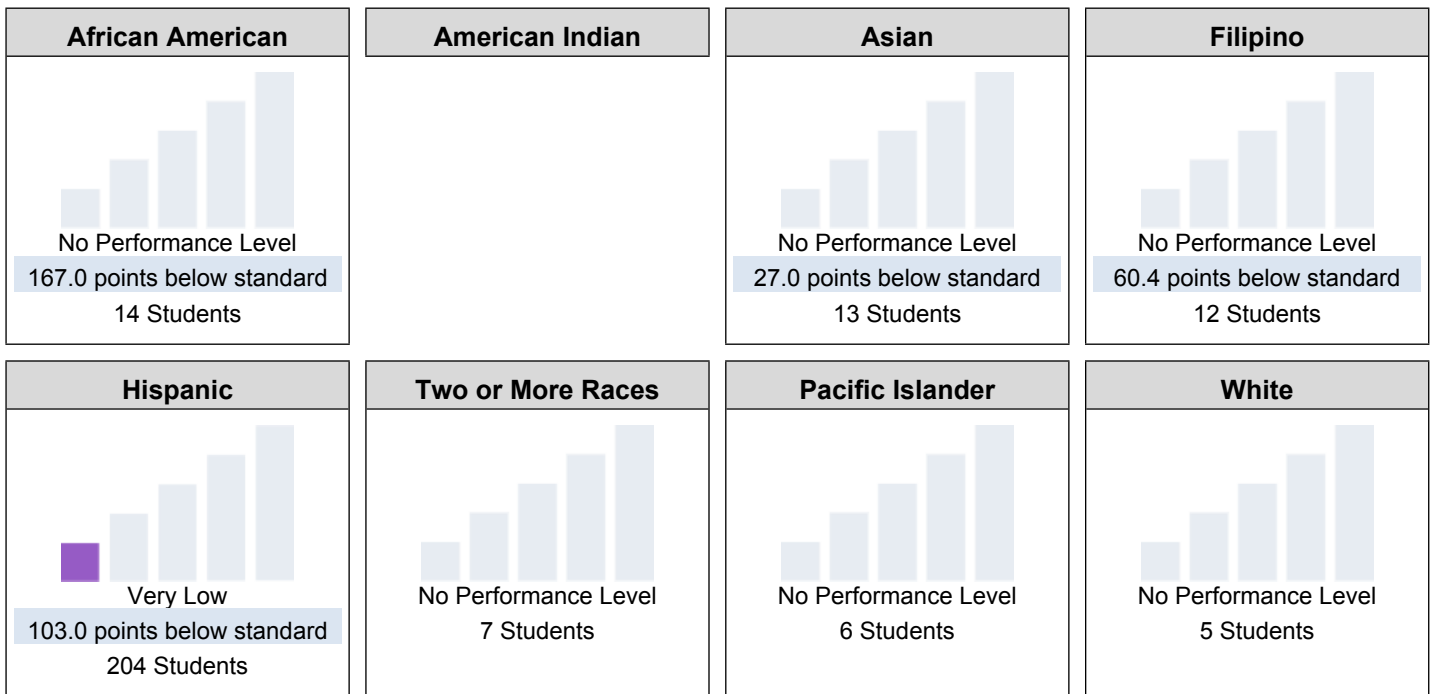
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.4 points below standard 112 Students	46.8 points below standard 54 Students	112.2 points below standard 76 Students

Conclusions based on this data:

It is clear to see that the data from our Math CAASPP test is not where we would like it to be. We have a lot of growth to make. We will continue to work in the classroom, as well as, through intervention practices to improve our scores in this area.

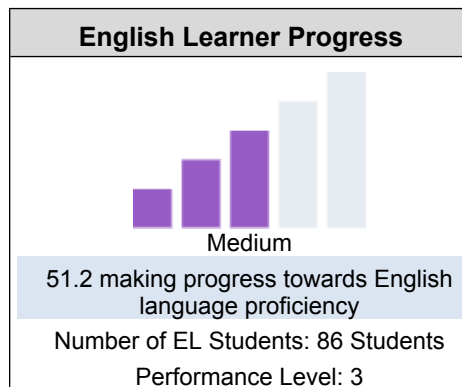
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
19.8%	29.1%	0.0%	51.2%

Conclusions based on this data:

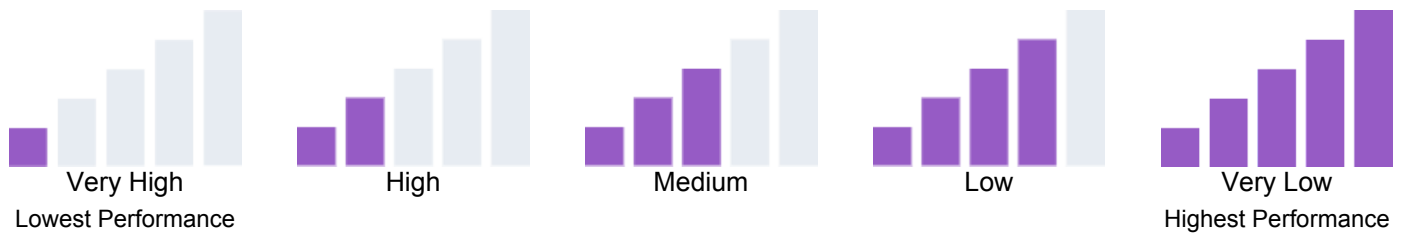
Our English Learner data is one area where we are showing some nice improvement. More than half of our EL students grew at least one ELPI level last year. We were able to reclassify many of our English Learners as Fluent English Proficient. Although we did see some students decrease a level, supporting our English Learner population continues to be a priority for our school. We have seen an influx of newcomer students this year from many different countries. Longwood looks forward to supporting these students with their English acquisition, as well as, their overall academic progress.

School and Student Performance Data

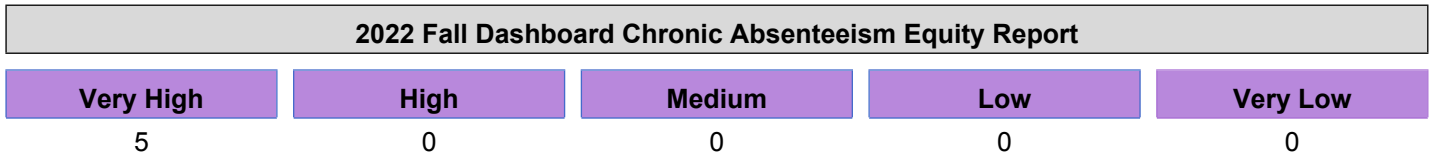
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

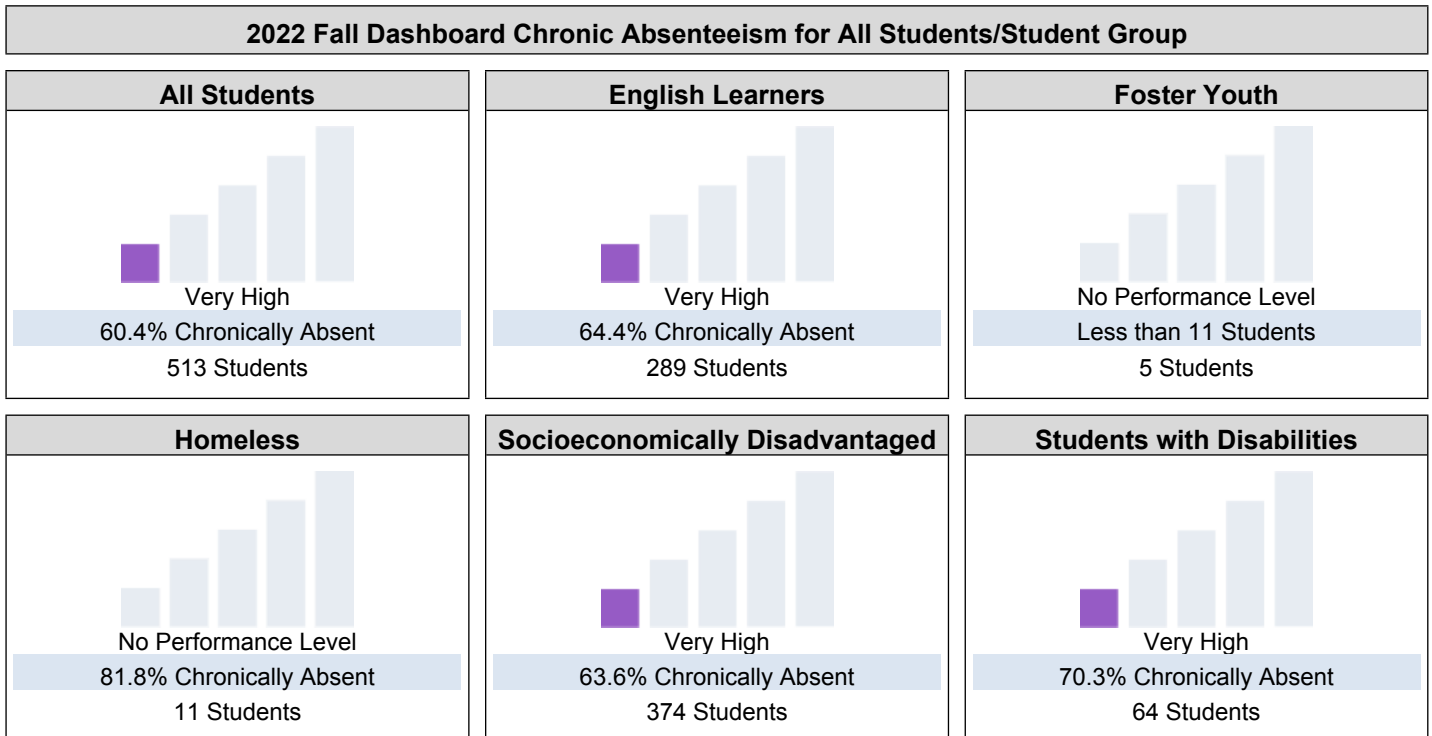
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



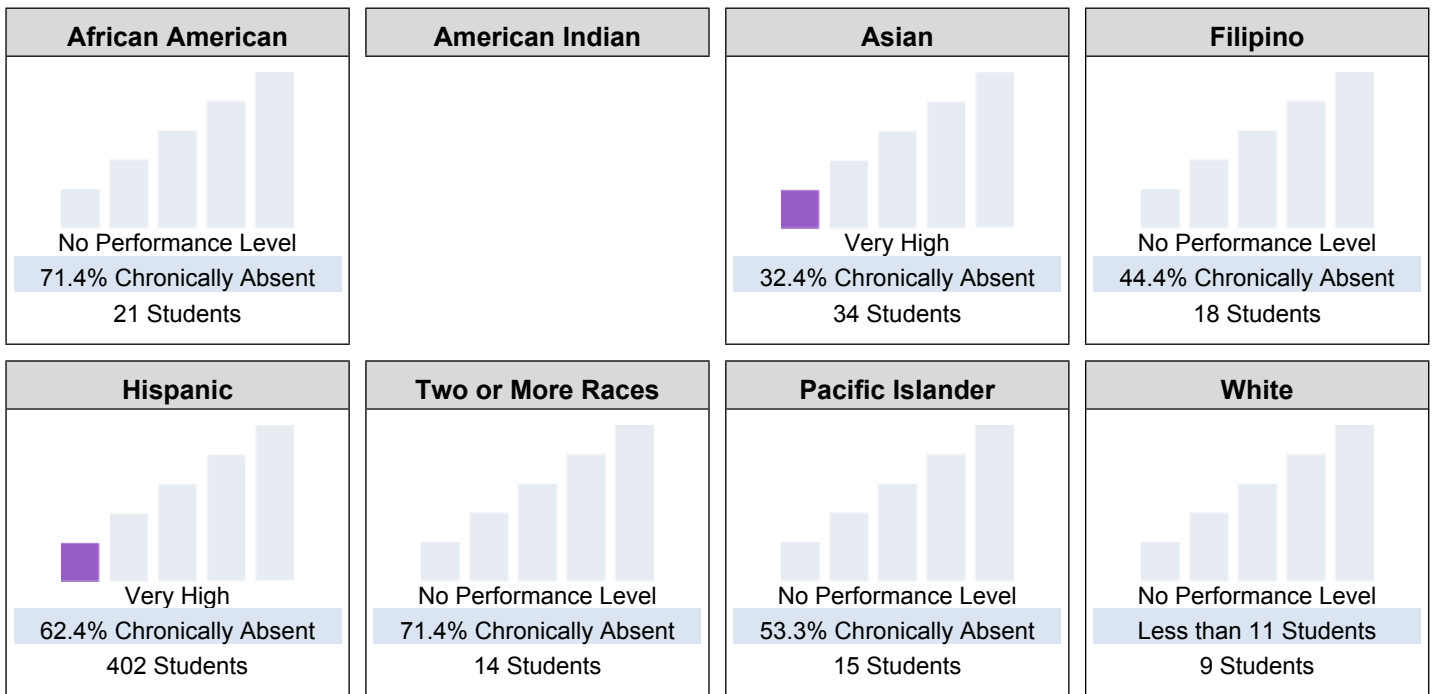
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

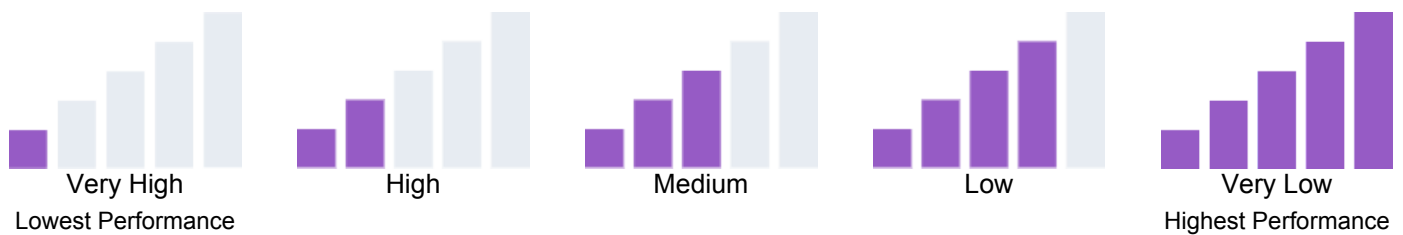
Attendance continued to suffer at the end of last year and beginning of this school year due to mandatory quarantine and safety procedures. This is outlined in more detail in Goal 7. We have made some improvement from last year. With restrictions loosening, we are hoping to increase daily attendance again in the 2023-2024 school year.

School and Student Performance Data

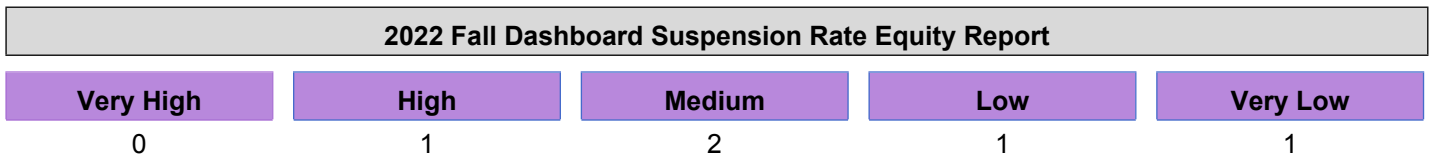
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

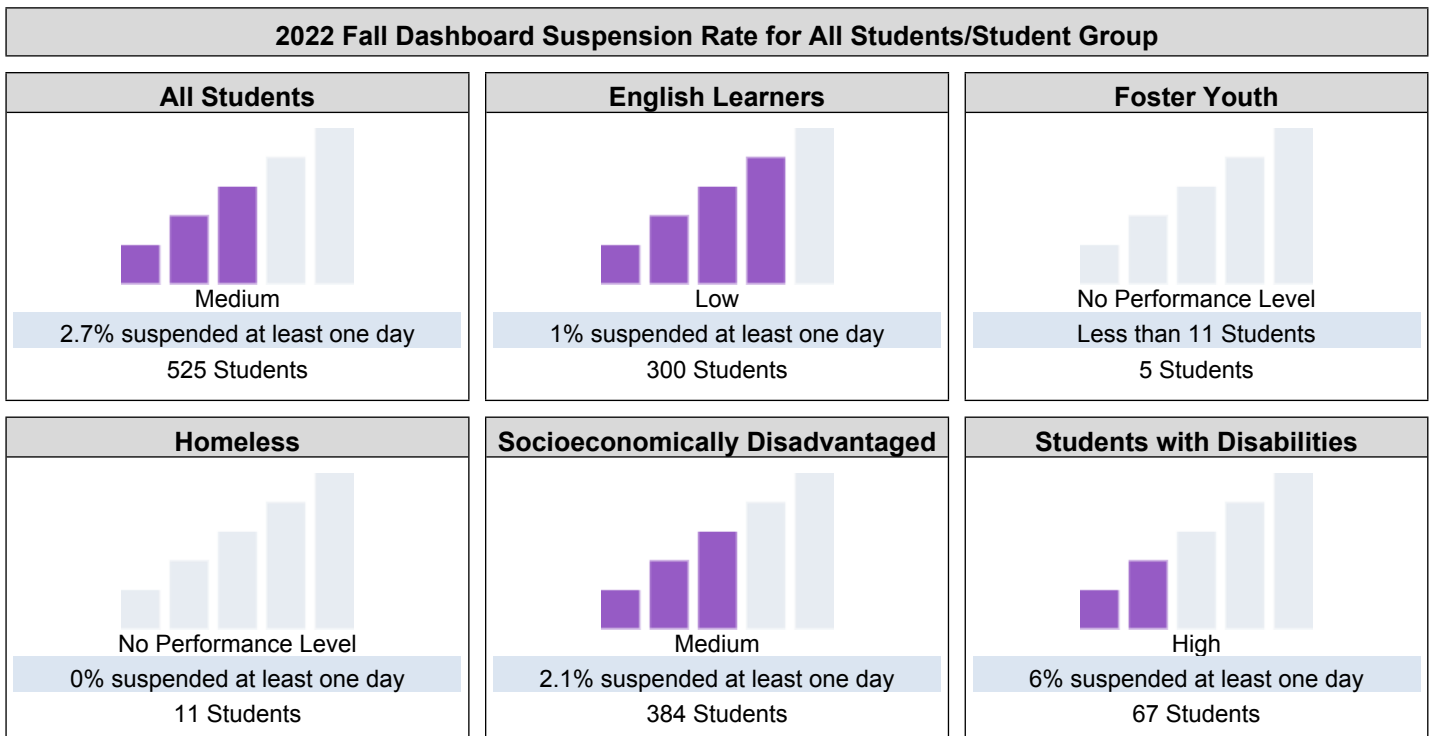
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



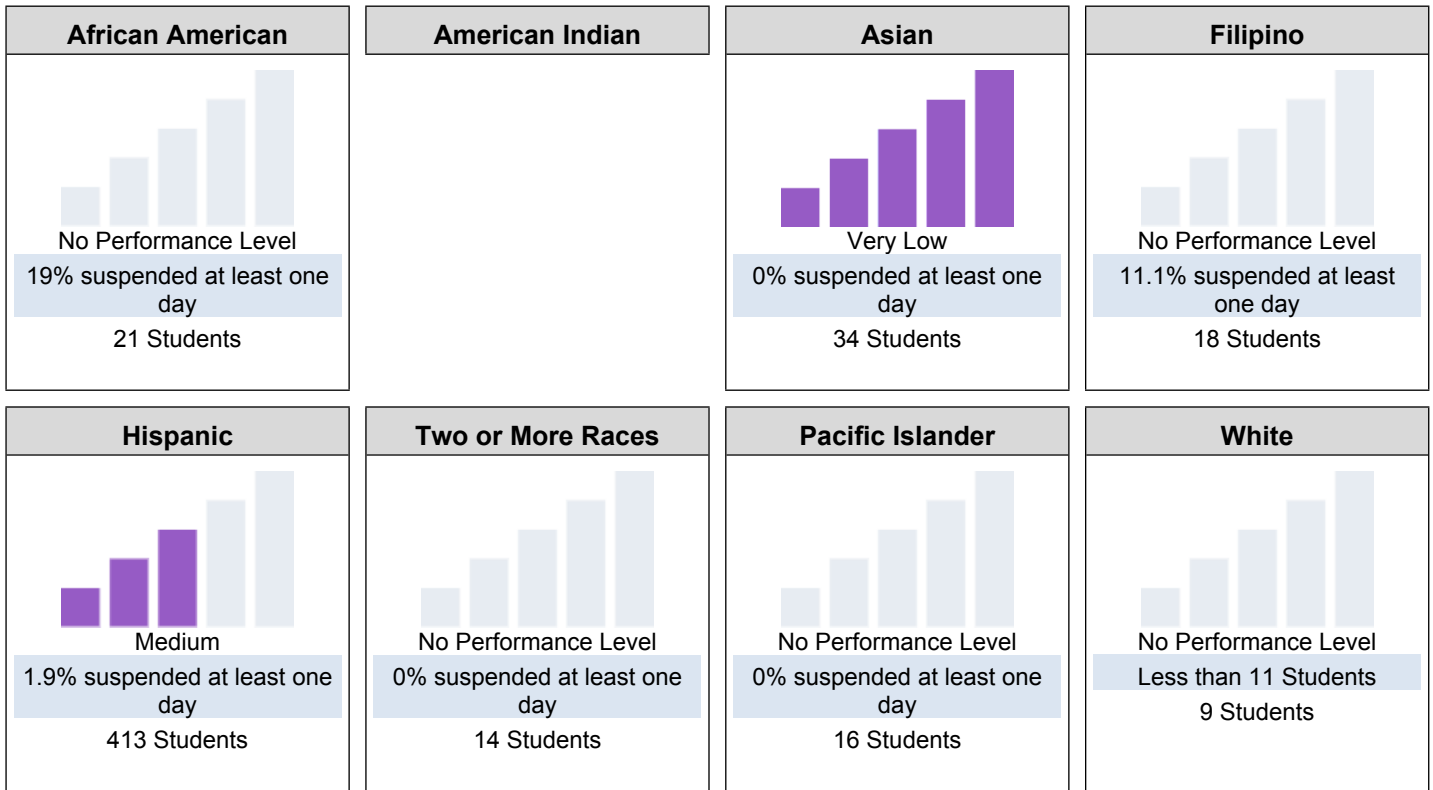
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

This school year has presented challenges in the form of peer conflicts and students on social media. We have worked to conduct restorative practices for those students and to do our best to keep students in class. Although there have been some in school suspensions and out of school suspensions it has been minimal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Longwood 3rd through 6th grade students will increase performance for those meeting and exceeding standards on CAASPP ELA by 5% after the spring 2024 exam administration.

In addition to English language arts, students at Longwood in our Bilingual Alternative program will increase proficiency in Spanish language arts by producing coherent writing samples and reading appropriate grade level texts as measured by local assessments.

Identified Need

During the 2023-2024 school year, we will continue to work on refining our instruction with regard to the Common Core State Standards. This is a constant area of growth. Our school wide goal is to have all students show mastery or growth toward mastery in all English Language Arts standards. Teachers will give formative and summative assessments to guide instruction and planning. The Instructional Leadership Team and grade level professional learning communities will use the data from assessments given to create manageable incremental data growth and grade level goals based on the learning trends of the students.

HUSD and Longwood School has also placed a large focus on working on Deeper Learning with our students and Culturally Responsive Teaching . We hope that this work will support our students to improve their academic achievement and overall feelings about learning at Longwood. In thinking about the following school year, we will be working through the challenges presented by the school closure due to the COVID-19 pandemic. Longwood teachers and staff will be focused on trying to support student learning gaps due to the pandemic.

Reflections on the CAASPP data was shown in an earlier section. Longwood School hopes to continue to make gains on the 2023 CAASPP administration comparatively with the 2022 data. Longwood would like to make a 5% point increase in the number of students Meeting or Exceeding standards on the ELA CAASPP administration as compared to the 2022 results.

Longwood will be using the following data to measure student achievement

- 2018-2019 school year CAASPP test results
- Formal and informal teacher created assessments
- Our K-2 Common Core assessment binder will provide guidance and data for our younger grades and help us steer our early literacy efforts. Beginning of the year diagnostic data will also help us see what skills students are entering the school year with.
- Growth made through our Fountas and Pinnell and/or Fastbridge reading assessments.

Utilizing the CAASPP data from the 2022-2023 school year, it is clear that there needs to be continued support of students in their literacy achievement. We are looking to utilize our software programs like Lexia to support students in learning acceleration so they can have practice working on concepts and strategies at their reading level. This will help us differentiate instruction while simultaneously supporting a larger number of students than in traditional small group interventions. Additionally, we will be funding an intervention program taught by our classroom teachers using Lexia as our base program to support reading acceleration amongst our students needing more support in their early literacy skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Utilize Fountas and Pinnell and/or Fastbridge Reading Assessments to measure student improvement in reading fluency and comprehension.	Baseline data will need to be collected at the beginning of the school year.	By the end of the 2023-2024 school year, at least 50% of the student population will read at or above grade level as measured by the F&P and/or Fastbridge end of year test.
Utilize Lexia to support students in individual student literacy skills.	Baseline data will be compiled at the beginning of the school year as teachers place students at their proper level.	By the end of the 2023-2024 school year all students enrolled in Lexia will make progress in the Lexia program based on their original placement. Through regular classroom use and intervention strategies 40% of primary students will read at grade level based on the Fastbridge screener.
Improved achievement on the 2022 CAASPP examination	Longwood currently has 25.09% of the total student population scoring at the levels of Standard Met or Standard Exceeded.	By the 2023 CAASPP administration Longwood will increase the number of students scoring at Standard Met or Standard Exceeded by 5 percentage points.

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)

Longwood will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Strategy/Activity

Teachers at each grade level will use the Common Core Instructional Framework and the new Benchmark curriculum to collaboratively design and implement ELA/SLA lessons and strategies. Teachers will determine which standards to focus lesson planning on based on pacing guides and unit maps provided by the district in conjunction with student achievement results. Benchmark data based on CAASPP and Fountas and Pinnell. and Fastbridge reading assessments will be collected and used to determine the next steps in the implementation of Common Core Standards.

We will use student data from formal and informal assessments to determine students that would benefit from:

- Tier 1 intervention groups (within classroom)
- Use of COST team results in order to plan for next steps for individual students with both academic and emotional needs .
- Use of software programs Lexia and RAZ kids to support student learning at their individual academic levels.
- Early Literacy intervention for both ELA and SLA in small groups using LLI/ Soluciones run by ELL Specialist/ Intervention teacher, bilingual paraeducator and classroom teachers.

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)
31,163	Title I Bilingual Para Educator
11,900	Title I Lexia Core 5 Software Program
18,900	Title I After School Lexia Intervention
1,000	Title I School Library Book Fund
3,000	LCFF Supplemental and Concentration Funds Classroom Library Book Fund
33.49	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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, teachers worked to meet the goals outlined by the SPSA from last year. They collaborated effectively and worked to follow the unit maps and pacing guides to implement the Common Core state standards appropriately. Teachers analyzed local classroom data to determine which standards they needed to reteach throughout the course of our distance learning program.

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

Next year our funds will be utilized to support student learning acceleration and to create an fun and engaging environment. We are continuing to invest in our human resources by way of our bilingual paraeducator and to continue having this position back in the classroom the majority of the time working directly with students through through multiple methods. We are hoping that this will help our students get on track with their literacy development. The district will also be providing a Reading Intervention Para educator that will focus on supporting our 4th-6th grade students in reading. We funded a small group intervention program taught by teachers this year. Data showed that students were making reading growth as compared to the beginning of the year. We are hoping to continue to serve these students using the same method of after school intervention in the 2023-2024 school year.

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

This year we are working to continue to provide more printed resources both at the school and in the classroom so that students can see themselves in the books they see. We are confident that by approaching literacy through and equity lens we will improve our students' achievement on both state and local assessments. But apart from that we are certain that this pedagogy will help our students create a love of learning and get them excited about coming to school on a daily basis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Longwood students will increase performance on those students meeting and exceeding standards on the CAASPP Math by 5% as measured by the spring 2024 exam administration.

Identified Need

In the 2023-2024 school year Longwood will continue to implement the Common Core State Standards. This is a goal we work on every school year. Our school wide goal for the 2023-2024 school year is to have all students show mastery or growth toward mastery in all mathematics standards. We hope that students can make an improvement from their current scoring level to the next scoring level (ex. from Standard Not Met to Standard Nearly Met). We are also hopeful that student will make progress in their current classification even if they don't reach the next level of mastery. Teachers will give formative and summative assessments to guide instruction and planning. The Instructional Leadership Team and grade level professional learning communities will use the data from assessments administered to create manageable incremental data growth and grade level goals based on the learning trends of the students. Students will learn by using current project based strategies, as well as, focus more on depth rather than breadth of concepts.

Reflections on the CAASPP data was shown in an earlier section. For next school year, we will again be able to use CAASPP data as an indicator of growth as we administered the exam in the Spring of 2023. We will use that data, as well as, data gathered by end of unit assessments and benchmark assessments. Longwood School hopes to continue to make gains on the 2023 CAASPP administration comparatively with the 2022 data. Longwood would like to make a 5% point increase in the number of students Meeting or Exceeding standards on the Math CAASPP administration as compared to the 2019 results.

The CAASPP results from the previous year showed that math mastery is a challenge for our students. Our math program continues to be implemented by means of the district adopted curriculum, while teachers are also finding supplemental materials to aid in student achievement. One large support factor continues to be our Saturday Math Academy program where volunteers come every Saturday to tutor students in grades 4-6 in math in a small group setting. The attendance for this program was very spotty this year due to it being conducted virtually, but we still had many students attend. We are lucky to be able to continue this partnership in the 2022-2023 school year and hope that we can hold the sessions in person.

Longwood will be using the following data to measure student achievement:

- 2022-2023 CAASPP test results
- Formal and informal teacher created assessments
- District Math Benchmark scores for Kindergarten, 1st, 2nd and 6th grades

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved achievement on the 2022 CAASPP examination	Longwood currently has 13.81% of the total student population scoring at the levels of Standard Met or Standard Exceeded.	By the 2024 CAASPP administration Longwood will increase the number of students scoring at Standard Met or Standard Exceeded by 5 percentage points.
Students matriculating up to the following grade level will be prepared for new grade level concepts.	Baseline data to be collected in the fall	By the end of the 2023-2024 school year at least 60% of students will show math readiness based on district benchmark assessments.
6th students prepared for 7th grade math	Baseline data to be collected this year.	At the time of the 7th grade math placement test in 2024, 20% of 6th grade students will score high enough to enter 7th grade math at grade level. This figure matches the overall percentage of students scoring at Standard Met or Standard Exceeded on the most recent CAASPP exam.

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)

Longwood students will have opportunities to engage with math content through traditional and multidisciplinary ways.

Strategy/Activity

Teachers at each grade level will utilize the Common Core Instructional Framework provided by the district to collaboratively design and implement math lessons and strategies as their core planning implement. They will also use the district adopted math curriculum to plan lessons and provide reteaching when necessary.

Teachers will determine which standards to focus lesson planning on based on pacing guides in conjunction with student achievement results. Benchmark data will be collected and used to

determine the next steps in the implementation of Common Core Standards.

We will use student data from formal and informal assessments to determine students that would benefit from:

- Tier 1 intervention groups (within classroom)
- Use of COST team results in order to plan for next steps for individual students
- Saturday Math Academy Tutoring Program

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)
2,862	LCFF Supplemental and Concentration Funds Saturday Math Academy Coordination
3,982	LCFF Supplemental and Concentration Funds Materials and Supplies
4,999	LCFF Supplemental and Concentration Funds Stem4Real Professional Development

Annual Review

SPSA Year Reviewed: 2022-23

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.

All items funded for math support were utilized during the school year. A great success again was our "Saturday Math Academy" run by a group of volunteers, who did math tutoring on Saturdays, free-of-charge, for students in grades 4-6. This program ran for the entirety of the school year. The program's success is based on the fact that we had a good turnout of 15-20 students weekly, and regular attendance. Similarly, students reported that they enjoyed participating in the program. The program was virtual this year, but we are hoping that it returns in person next school year. Longwood's math data had shown positive growth on the prior year's (2019) CAASPP data, and we were hoping to make even more growth, unfortunately this did not happen. Not taking the exam for two school years was definitely noticeable in the outcomes of the assessment. We are hoping that with more practice the students will be better prepared and more comfortable taking the exam. Teachers had the opportunity to collaborate and focus their inquiry on math, in order to teach all necessary math standards during in-class instruction. The district provided the use of the software program IXL to give practice on particular skills.

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

Next school year we plan to continue with the Saturday Math Academy and will fund a teacher to support in the implementation of the program.

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.

In the 2022-2023 school year, we will be looking to approach our math support with different materials and supply needs, as well as, invest in maintaining our positive relationship with our Saturday Math Academy program. We are hoping to get more participation next year. Additionally, we are looking to integrate math instruction through other disciplines such as science and literacy so that our students can see the real world connections between math and their everyday lives.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by helping 10% of our English Learners reclassify and 50% of our English Learners increase one level as measured by the ELPI.

Identified Need

Longwood will be focused on reducing the number of Long Term English Learners by 25%. 54% of our student population is English Language Learners. Of our 288 ELs, 16 are Long Term English Learners. 145 ELs are in primary grades (TK- 3), while 107 are in intermediate grades (4-6) . Additionally, the number of students making adequate progress towards English proficiency at Longwood School will increase by 15%. Longwood is committed to working to reclassify at least 10% of its English Learner population annually, primarily in grades 3 -6.

All of our EL students will be ELPAC tested this year, and in person. Additionally, we are administering the CAASPP test this Spring, so we will have another state summative test to base our students' academic levels on. We may use the following data to form this goal:

- ELPAC scores from Spring 2022 F&P scores
- CAASPP scores from Spring 2022
- Informal local assessments, and Systematic ELD unit tests
- Report Card marks in ELA
- AMAO reports
- Illuminate Reports on Language Proficiency

Growth as reflected in technology programs that we use at Longwood

Longwood expects to continue reclassifying at least 10% of our English Learner population annually. Additionally, we are looking to help our Long Term English Learners reclassify or have them increase their language proficiency level by at least one level in the coming school year. By focusing on assisting our students by the use of both designated ELD times and integrating ELD strategies throughout each school day, we believe we can meet all the goals set above.

From 2022 until present, Longwood reclassified 18 students as Fluent English Proficient, in grades 1-6. This means Longwood did not meet the goal of reclassifying at least 10% of its English Learner

population. We reclassified approximately 7% of our EL student population. We are confident that we will be able to reach our reclassification goals with our 2023 ELPAC administration. Longwood has 16 students enrolled who are classified as "Long Term ELs." Data shows that our Long-Term ELs are often fluent in oral language, but struggle with written language skills. Also, Longwood School is also committed to supporting its Newcomer students, or students who have recently immigrated to the United States.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Support our Long Term EL's at levels 3 and 4 with ELPAC test prep.	We currently have 16 students classified as Long Term English Learners at various levels.	Ongoing through the school year, Longwood will support our Long Term EL students with ELPAC testing preparation support through use of small groups run by the Bilingual Paraeducator, ELL Specialist/ Intervention Teacher, ELD teacher and/or classroom teacher.
Support students in primary grades through early literacy intervention.	Reclassifying students in earlier grades is typically difficult. We reclassified less than 10 students in grades K-2. But with a strong focus on early literacy we think we can support more students in these grade levels.	With an ongoing focus on early literacy, we are confident we can support more students reclassifying prior to having to rely on the CAASPP and other standardized tests. We would do this by running small group literacy intervention for primary grade students ran by the Bilingual paraeducator and ELL Specialist/Intervention teacher. We would like to reclassify 10% of the EL students in grades TK-2nd.

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)

Create ongoing supports for all English Learners at Longwood

Strategy/Activity

Longwood will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

All classrooms will provide a consistent , structured standards based ELD program to ensure that

students advance at least one level of English proficiency yearly and those already classified as Early Advanced or Advanced in ELPAC will be reclassified, by continuing to:

- Daily, documented English Language Development (minimum of 45 minutes daily; 30 minutes daily for kinder)
- District approved instructional materials used for ELD and primary language instruction/support
- Use the strategy of integrated ELD with ongoing monitoring of various techniques and multiple opportunities for students to speak/use language via the 80/20 Bilingual alternative model and SEI classes

The monitoring process will/may include:

- Annual ELPAC test in Spring
- ADEPT or Express Test in early September. ELD placement will be based on current ADEPT/Express Test data
- ELD Unit tests
- Curriculum embedded assessments
- EL Monitoring process through the ELD Report Card (Catch Up Plans)
- COST meetings
- LRTs (Language Review Teams)
- Targeted Intervention for Long Term and Newcomer English Learners

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)

31,163.51

Source(s)

Title I

Bilingual Para Educator

Annual Review

SPSA Year Reviewed: 2022-23

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.

In the 2022-2023 school year we returned to offering designated ELD classes during the school day. During the pandemic and in the 2021-2022 school year, we used an integrated ELD model where we provide English language development throughout the school day. We will continue to utilize both designated and integrated models in the 2023-2024 school year to continue to provide support for our second language learners.

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 will continue to fund our Bilingual Paraeducator in this area, as this position will be heavily supporting our ELL 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 will be continuing with our Bilingual Paraeducator position, as well as, finding ways to support our Long Term ELL students with ELPAC test prep. Utilizing both designated, leveled class time, as well as integration strategies, we will continue to support our students' progress with their second language acquisition.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) at various points throughout the school year using a variety of discourse techniques.

Identified Need

Research shows that students are more successful academically when they are able to express themselves using multiple disciplines. Through visual and performing arts (VAPA) students are encouraged to be creative, problem solve and take pride and ownership in the work that they produce. Through the use of VAPA, Longwood is hoping to inspire student creativity and confidence. This avenue also gives legitimacy to art being an acceptable path of study where traditionally it might not be seen that way.

Over the past several years Hayward USD has made a concerted effort to enhance its VAPA offerings to students both at the high school and elementary school levels. Longwood would like to continue offering these opportunities to our students. Students will be able to use their art and performance to showcase their many talents, which we believe helps create an equitable and inclusive environment.

As we look to get our VAPA offerings more stabilized Longwood staff will be utilizing staff meeting and collaboration time to support teachers and staff in creating lessons and understanding the importance of a VAPA program. This is work that we have started at Longwood, but like all disciplines, we need continued support, training and materials to help us teach our students to the best of our potential.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Art Projects for each grade level	This will be our first year with this metric.	Students will be able to complete and display art projects monthly using the allotted funding.
School Musical Production	We are producing a musical production in the 2022-2023	In the spring of 2024, Longwood will produce a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school year. We will have more information at the end of the school year.	school musical production the students will perform in.
School Talent Show	Continue supporting a school talent show.	In the spring of 2024, students will have the opportunity to perform in a Talent Show.

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)

Longwood will promote arts integration by [hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc.]

Strategy/Activity

With the support of our teachers and staff, Longwood will create a variety of opportunities for our students to participate in VAPA activities. Some assignments will be part of the class environment and some opportunities will be voluntary and provided as after school VAPA enrichment.

Longwood will have ongoing art projects throughout the school year and will provide opportunities for performing arts via the school musical and talent show in the spring. Additionally, Longwood host choir and instrumental music concerts twice a year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	LCFF Supplemental and Concentration Funds School Musical Production
8,750	LCFF Supplemental and Concentration Funds Arts Education Materials and Supplies Fund

Annual Review

SPSA Year Reviewed: 2022-23

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 2023-2024 school year will be the first year we implement a VAPA goal. We are excited to see what the data shows us.

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

Since this is the first year implementing this goal we do not have comparative data.

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

Although, we are implementing this goal for the first time, we have been working over the past couple of years to integrate visual and performing arts into our curriculum. We have set aside money for art supplies in previous years and the 2022-2023 school year was the first year we attempted a school musical production. I am excited to report on the way these funds and activities support our students and community.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on an as needed basis, either through standalone SEL curriculum or culture/climate initiatives. Longwood students will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

Longwood continues to implement elements of the Positive Behavior Incentive System (PBIS) program established several years ago. Our major areas of focus are preventing negative behaviors, suspensions, bullying, and incentive based programs. We continue to try and recognize and reward positive behavior, while at the same time helping students who struggle with their behavior to make better decisions. Longwood will continue to implement our those elements of the PBIS system and will make a more concerted effort to look at behaviors taking place in common areas like recess and the cafeteria. We would like to support our students in finding ways to speak and work with all of our staff members and peers.

Additionally, Longwood would like to increase the number of students being recognized for positive behaviors, academic achievement and the number of incentivized programs being offered to the students and increase the amount of social/emotional learning taking place in the classroom. We will be getting back to our PBIS assemblies and awards/spirit assemblies in the coming school year. We have also made strides in trying to take a more restorative approach to our discipline by forming our Restorative Justice committee. This will continue in the following school year and will focus on helping student repair the harm they may have caused to others for any given incident.

We will use the following measures to try and support the completion of this goal:

- Review suspension/ expulsion data at Climate Committee, Restorative Justice Committee, School Safety Committee, and staff meetings
- Review bullying/ intimidation referral data at the Restorative Justice Committee, Climate Committee, School Safety Committee, and staff meetings
- Develop action plans using the Cycle of Inquiry in an attempt to create an inclusive, pro-social learning environment for all students.

- Utilize common lesson plans to allow teachers to explicitly teach expected behaviors in the first 15 days of school.
- Professional development day prior to the start of the school year and throughout the year for all staff on the implementation of the Positive Behavior Incentive System (PBIS), restorative conversations and community circles.
- Kickoff activities at the start of the academic year to ensure all staff, students, and parents are made aware of the behavior expectations in all areas of the school . Also, utilized mid-year "Reboot Assembly" to remind students of desired behaviors and expectations.

In the 2022-2023 school year we still see a number of peer conflicts. Students are still working to express themselves in appropriate ways and finding solutions to problems they face. Additionally, this school year, we continued to deal with challenges as it pertains to social media. Students would cause harm on social media at home, then bring those challenges to school. These are topics we will be addressing in a more direct fashion in the coming year. Although we have utilized In-school suspension for some students with more extreme behaviors, we did our best to try and keep students in school by implementing our PBIS policies, using restorative practices, and having kids engage in peer conflict resolution. These strategies certainly help. While Longwood still has a lot of growth to make to ensure that our students are behaving the ways we would like them to all the time, the fact that we are decreasing the number of extreme behavioral challenges is a step in the right direction.

Conversely, students are being recognized more often at Longwood for positive behavior and academics. Through the PBIS program, we have been instituting an expanded incentive system to reward positive behavior and training all staff persons on the appropriate use of this system. We look forward to recognizing our students at our trimester awards assembly and students also receive raffle prizes through our weekly PRIDE Alert drawings . We also do a Friday raffle for students who have displayed positive work and school habits through our PRIDE Paw program . With PBIS as our engine , we have seen a definite increase of positive student recognition and overall happier students . Although this has made a positive impact on our campus , we are still striving to find different ways to positively recognize our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue the minimal amount of student out of school suspensions	Current data shows minimal out of school suspensions.	By the end of the 2023-2024 school year, the number of students suspended out of school will decrease by 25% in relation to this school year.
Continued recognition of students for positive academic and behavioral displays.	Reinstitute assemblies to recognize academics, Lion PRIDE, and school spirit once per trimester.	By the beginning of the school year, the school will formulate a plan to recognize students more regularly.
Provide different cultural, inspirational and motivational experiences to Longwood	This year we brought a number of assemblies and visitors to Longwood to provide Longwood students with different educational experiences.	By the end of the school year we will have used our entire fund to bring relevant assemblies and speakers to Longwood for the enrichment and enjoyment of the students.

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)

Longwood will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices in our attempts to improve student behavior outcomes.

Strategy/Activity

Longwood School will continue to implement different ways to regularly celebrate positive behavior:

- PRIDE Alert / Red Alert system
- Monthly acknowledgement for positive attendance and behavior
- Student of the Month Assemblies
- Awards assemblies each trimester for academics and citizenship
- Assemblies with Community Partners
- Monday morning announcements and PRIDE Alert prize winners
- PRIDE Paw raffle winners
- Ally Weeks / Months
- Community involvement through Read-in events
- Literacy Night
- School Art Show
- Family Science Night (Science Fair)
- Talent Show
- Lunchtime soccer tournament
- School Concerts for both vocal and instrumental music
- Field Day
- Garden Club
- Spirit Week
- Student Council

In addition, Longwood has implemented many elements of our Positive Behavior and Intervention System (PBIS). This will help us with our discipline system as it is founded on celebrating positive behaviors instead of having to be reactionary to negative behaviors. We also continued our Restorative Justice Committee that will work in conjunction with our PBIS strategies. Additionally, we will be bringing different assemblies and speakers to Longwood next year (to be determined). We are also allocating funds to support study trips that are sure to get the students excited about being in school.

We will also be working to improve the social/emotional learning taking place in the classroom to help students navigate their feelings in compromising situations. This will allow students to develop better coping skills and get involved in less altercations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000	LCFF Supplemental and Concentration Funds Bringing Experiences to Longwood
10,500	LCFF Supplemental and Concentration Funds Study Trip Fund

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year saw us bring several new experiences to our Longwood students. We held two community read-ins. One for Black History Month and one for AAPI Heritage Month. It was nice to see community members come to support our students by reading to them. We also brought in several assemblies to pique the students' interest in different areas. Some of those assemblies were, Wild Science, Earth Capades, Mobile Dairy Council and Hip Hop for Change among others. We also had a residency with Cheza Nami for our 2nd and 3rd grade students. On top of all that our student council worked to create events for our students to boost school spirit and better our school and community environment. Longwood was very proud to see the leadership our students demonstrated throughout the year. In addition to our new activities, we kept long standing traditions going such as Field Day and our annual intramural soccer tournament, the Longwood Cup. Longwood looks forward to providing our students more opportunities to learn, grow and be excited about school next school year.

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

Longwood was able to utilize the budgeted expenditures as written in the SPSA last year. There were no major differences from what we intended to implement to what was actually realized.

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

For next school year, we are looking forward to continuing to support students. We will do this by providing different experiences for students either through assemblies or otherwise. We will be offering students and opportunity to express themselves through art and performance. We are going to provide our teachers with funding so that they can incorporate different arts education activities. We are attempting to support learning acceleration by providing a fun and engaging environment which will hopefully lead to engagement in other academic areas as well. We are hoping to provide an overall positive school climate that will allow students to feel like they are connected to the school community.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Longwood will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 5%.

Identified Need

We would like to continue strengthening our Parent Center. We will have to create a more concrete plan about how to utilize this space now that all COVID restrictions have been essentially lifted. Along with continued parent involvement, this is our primary goal. The Parent Center will continue to hold workshops (when allowable) and put on different programs to help parents find the best ways to support their students.

In the 2022-2023 school year we noticed an increase of need for students with regard to basic needs such as food, clothing and shelter. Our Family Engagement Specialist continues to work with these families to support them with those needs. Additionally, we have been working on a plan for more parent learning opportunities such as parent/ family workshops and access to district parent classes. We will also be working to recognize for families for supporting their students and the school and work to provided different ways for families to get involved.

We've noticed that we need more family support in helping get our students on track academically and behaviorally. We will be utilizing funds this year to support teacher release days so that classroom teachers can participate with administration and families to make academic and behavioral support plans for their students. These meetings also include the support of interpretation services for families that require native language support.

Lastly, the district was awarded a Community Schools grant by the state of California. Part of the grant will be used to fund a Community Schools Specialist that will support the facilitation of our COST team as well as support the school and FES in finding and implementing community resources for our families. We are excited to see what kind of support this position will bring to the school when they are here for a full school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continued growth of the Parent Center	We are already showing more parent involvement and would like this to increase.	Ongoing throughout the school year, formulate plans to have new parents, not previously involved to visit the Parent Center and join meetings where they feel comfortable. We will work to get at least 5% of Kindergarten parents to participate in school sponsored activities and 15% of the general school population to participate in school sponsored activities.
Increased number of family events during the school year	We will keep track of the number of opportunities we are providing for families to get involved.	More families will have the opportunity to support the school and students through various school events. Longwood will work to have one parent led event take place this 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)

Longwood will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

Strategy/Activity

Longwood School is dedicated to not only increase parent participation at school events, but also work hand in hand with parents and other community members in order to successfully host the following activities in the coming school year:

- Parent Education classes
- Alameda County Food Bank Free Food Distribution
- Ally Weeks
- Literacy Night
- Art Show
- Family Science Night
- Lunchtime soccer
- Science Fair
- SSC meetings
- Monthly ELAC meetings
- Back to School Night
- Open House
- Awards Assemblies

- Increased health education
- Coffee with the Principal meetings

We planning to use the following measures to communicate with families about events and supports for students at Longwood:

- Family Engagement and Outreach Specialist support
- School Bulletins
- Longwood Website
- Yearly calendar of events sent home and available on the website
- Calls, emails, and/or text messages prior to events
- Calls, emails, and/or text messages regarding events occurring during the week when necessary
- EL survey sent home each Spring
- Meetings such as SSC and ELAC will contain announcements and information to better inform parents of academic and social happenings at Longwood
- Coffee with the Principal meetings will address a variety of topics important for the academic success of the students.
- Elections at the beginning of each school year for ELAC and SSC.

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)
2,600	LCFF Supplemental and Concentration Funds SST/504 Substitute Teacher Fund
1,500	Title I Interpretation
1,525	LCFF Supplemental and Concentration Funds Family Volunteer Fingerprint Fund

Annual Review

SPSA Year Reviewed: 2022-23

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.

In regard to our parent engagement, we did ok this year. We have maintained our monthly Mobile Pantry partnership with the Alameda County Community Food Bank. We held Coffee with the

Principal meetings and were able to host several throughout the school year. Our FES also supported families with school registration, navigating the parent portal, and a variety of other necessities. Our Parent Center was back up and running and we held a clothing drive to support families in our community. We will continue to ramp events up next year with more parent workshops and opportunities for families to get involved.

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

There were no major changes in what we were intending to spend on but did not.

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.

In the 2023-3024 school year, we are planning to support families with volunteer fingerprinting costs so that more families can be involved in school activities. Although we have some ideas around the types of support we want to provide our families we are constantly looking for different ways and resources that might help.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Longwood will increase daily student attendance by 10% in the 2023-2024 school year.

Identified Need

Longwood's attendance rate has increased from the 2021-2022 school year (85.4 %) to the 2022-2023 school year (87.22%). Although we have shown an increase, we are still not where we would like to be with regard to our attendance. With continued work, Longwood will strive to increase its attendance rate to 97% in the 2023-2024 school year.

This data was formulated using the daily attendance summary report from our Infinite Campus student information system.

The process we will use to monitor and evaluate the data, will include the collaboration of classroom teachers, support staff, and our COST group, who will ensure that systems are in place and maintained throughout the school year. Furthermore, the students and families will receive information before and during the school year to ensure that they are aware of the attendance systems in place. The office staff will be consistent with communicating the importance of daily attendance and will log conversations held with parents. In addition, Longwood will continue to positively recognize students who show consistent excellence and improvement in daily attendance.

There have been increased efforts to get students to attend with more frequency at Longwood. This school year we have continued to see a challenge in daily attendance. We have sent out 261 letters to families for their "1st Notification of Truancy (3+ events.)" We have sent out 152 letters for the "2nd Notification of Truancy (6+ events)" and 32.89% of those second notice letters have resulted in over-the-phone conferences and subsequent attempts to engage students having sent 31 "3rd Notification of Truancy" Outreach for attendance is a priority at Longwood, and this data shows our outreach efforts will continue to increase in order to encourage daily attendance. We will continue to prioritize daily attendance in order to maximize the engagement of students at Longwood.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall student attendance data	Current year data of 87.22% overall attendance for the 2022-2023 school year.	Increase in overall attendance by 9.78% points to reach the 97% attendance rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism	Infinite Campus data of number of 2nd and 3rd truancy notices.	Support families with basic needs and support to bring students to school.

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)

Improvement of Attendance

Strategy/Activity

Longwood staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

Task:

- For next school year Longwood will distribute monthly perfect attendance awards to students with zero absences, tardies and early pull-outs.
- Perfect attendance recognized at each trimester awards ceremony.
- Daily phone calls home made by attendance clerk to families of absent students.
- Truancy meetings between Principal or Assistant Principal and parents of students who are truant or at risk of truancy.
- COST meetings to discuss students who display chronic tardiness or attendance issues.
- Referral of chronically absent students to CWA (Child Welfare and Attendance) for further inquiry.

Measures:

- Present the importance of school attendance to students.
- Attendance reports from Infinite Campus. (Student Information System)
- Communicate the importance of attendance to the parent community at large by holding informational meetings to inform parents of the attendance system.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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.

Attendance continues to fall short of our yearly goal of 97%. Even though attendance continues to be a challenge, we are making some progress with external factors keeping students out of school. Students no longer need to quarantine for 10 days for a COVID case and students with symptoms don't have to wait several days if their symptoms improve. It's nice to be feeling like we are pushing toward the exit of pandemic protocols and getting back to previous processes. However, there are still many ways we are feeling the repercussions of the COVID pandemic and our attendance is still one of our greatest challenges.

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

Longwood will continue to implement and support students and families around making sure they are in school everyday. By keeping families informed, we are hoping to support attendance and related items.

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

We are continuing with many of the same incentives we implemented previously. This year we took a little hiatus from giving too many attendance awards as we didn't want families and students to send their child to school sick for an attendance award. We will begin implementing those incentives in the 2023-2024. school year.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,878.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$95,660.00

Subtotal of additional federal funds included for this school: \$95,660.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$51,218.00

Subtotal of state or local funds included for this school: \$51,218.00

Total of federal, state, and/or local funds for this school: \$146,878.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	51,218.00	0.00
Title I	95,660.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	51,218.00
Title I	95,660.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	51,218.00
	Title I	95,660.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,996.49
Goal 2	11,843.00
Goal 3	31,163.51
Goal 4	15,750.00
Goal 5	16,500.00

Goal 6

5,625.00

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
- 0 Secondary Students

Name of Members	Role
Gaby McVay	Parent or Community Member
Hang Tran	Parent or Community Member
Nadine Elseudy	Parent or Community Member
Guadalupe Tapia	Parent or Community Member
Marianella Winkle	Parent or Community Member
Clifford Dane	Classroom Teacher
Monica Roberts	Classroom Teacher
Charlene Pugh	Classroom Teacher
Patricia Dennis	Other School Staff
Luis Garcia	Principal

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

Approved via email

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 24, 2023.

Attested:



Principal, Luis Garcia, Principal on 6/28/23

SSC Chairperson, Gaby McVay, Parent on