

School Year: **2022-23**



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	01611926001044	5/2/2022	May 25th, 2022

School Mission and Vision Statements

Longwood Elementary School Mission Statement

Our mission is to create independent, critical thinking, lifelong learners who persevere through challenges, are socially conscious, and are equipped to lead in the 21st century.

Longwood Elementary School Vision Statement

Longwood Elementary is proud to be recognized as a collaborative community of students, families, and staff dedicated to the inspiration of every individual's desire to learn and achieve their greatest potential. Collectively, we provide a welcoming, engaging and supportive environment that fosters personal responsibility, creativity, and curiosity.

Purpose and Description

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

Schoolwide Program

The purpose of this plan is to outline the ways Longwood School will be supporting our students in a variety of areas. Our goal areas focus on the needs of our school in its diverse environment. We are looking to help provide as much educational equity to our students given the many challenges we face in a changing society. In the aftermath of the COVID-19 pandemic Longwood will be looking to re-engage students in a fun and supportive way. Longwood School will focus on attaining our goals with the clear knowledge that there is a lot of work to do to meet them. We stand by our Mission and Vision statement to provide all at Longwood the opportunity to be their best selves.

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.

EXECUTIVE SUMMARY SINGLE PLAN FOR STUDENT ACHIEVEMENT LONGWOOD ELEMENTARY SCHOOL May 2022

The Longwood staff is dedicated and committed to HUSD's vision that students will be prepared, challenged and motivated in a 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. At Longwood School, we have worked to identify specific goals that will help the student population at Longwood achieve to their highest potential. These goals address not only the academic needs of the students, but their social and emotional needs as well. The strategies used to implement said goals range from piloting new teaching strategies in the classroom, to looking at an alternate way of arranging our school's discipline and incentive policy. The Longwood staff and students are committed to working hard to continue to make Longwood a safe, educational and enjoyable school to attend and work.

HUSD'S SINGLE PLAN FOR STUDENT ACHIEVEMENT

HUSD's SPSA's now follow the state template in order to be in compliance with state guidelines.

Additionally, it is organized around the District's Priorities:

Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals.

Priority 2: Ensure ALL students graduate college and/or career ready.

Priority 3: To create a safe and positive school climate.

Priority 4: Engage students, families, staff and community to support student achievement and success.

Our SPSA has student performance goals aligned to HUSD's Local Education Agency plan. These goals include:

1. ELA: All students will master the Common Core in ELA or demonstrate growth towards mastery.
2. Math: All students will master the Common Core in Math or demonstrate growth towards mastery.
3. Decrease the number of Long Term English Learners
4. School Climate: Improve school discipline outcomes and parent engagement
5. Attendance: Improve daily attendance

6. Equity: Ensure that Longwood creates equitable and anti-racist experiences and outcomes for our students.

DATA ANALYSIS:

Our SPSA includes an analysis of recent student achievement data.

Specific Actions and Tasks to Meet Performance Goals:

In order to achieve the above stated goals Longwood School has set forth specific goals and related actions in our SPSA that include:

Provide structured teacher collaboration time to engage in the Cycle of Inquiry to analyze data and specific students and instructional strategies to move students toward standards mastery.

Provide release time for staff to collaborate and work on district and site initiatives.

Focus on different areas of the Common Core Instructional Framework to improve teacher and student mastery of the Common Core State Standards.

Use structured language protocols in ELD and to support English Learners development and mastery of academic and functional language needs.

Use our Parent Center to host parent workshops and increase parent participation at Longwood.

Use various outreach strategies to improve daily attendance.

Use a variety of incentive based and restorative practices to improve school climate and decrease disciplinary incidents.

Budget:

As outlined in the SPSA, the majority of Longwood's supplemental funds are spent on:

1. Support staff to implement English Language Arts, English Language Development, and Mathematics programs that support student achievement.

2. Educational software that helps students use technology for educational purposes and prepare them for 21st century learning. Software will support with Language Arts and English Language Development.

3. An investment in supporting the social-emotional well being of students through cultural experiences, and exposure to the arts that promote academic engagement and a connection to the school.

4. Support staff to help coordinate parent involvement in the school.

PURPOSE AND DESCRIPTION

Longwood School administration collaborates with district administration to understand the parameters around the LCAP and how district goals align with school goals . Longwood receives support through Title 1 funding and will comply with the guidelines set forth in order to utilize those funds in ways that are stipulated the government. Additionally, all funding sources are approved by district administration to ensure compliance.

The school district has also worked with site leaders around district priorities and how we can implement said priorities at our individual school sites . Longwood will focus on both district and school goals as a way to meet the needs of the immediate and larger school community.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We use a variety of teacher surveys to analyze need throughout the school year in a variety of areas (technology, prep offerings, school academic focus, etc.) Similarly, we put out a Parent Survey for our LCAP goals for the district, as well as, an English Learner Parent Survey. Our 5th grade students take the California Healthy Kids Survey every year as well.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are done regularly throughout the school year by the Principal and Assistant Principal. Classes are visited weekly and teachers are evaluated in accordance with the collective bargaining agreement between HUSD and HEA. In some cases, teachers are able to do peer observations based on what they are working on. In these observations, it can be seen that teachers are doing several different things to support the learning and growth of students in their classrooms. Teachers are utilizing the common core standards as a base for their instruction and incorporate different foci based on the school identified need. Teachers are working diligently to fill the learning gaps students are coming in with and are collaborating to work on their practice and scope throughout the year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Longwood uses the CAASPP data, as well as local reading data through Fountas and Pinnell assessments administered throughout the year to monitor student growth and adjust lessons. Teachers use other local assessments and placement tests to monitor math fluency. These assessments are utilized to create intervention groups and to provide students with instruction at their individual level. This year, since we did not have CAASPP data, due to the COVID-19 pandemic, we will be referring to previous administration data for new goals for the 2022-2023 school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Assessments provided by the curriculum are also used, especially in math to determine student progress. The data provided by these assessments assists teachers and grade level teams when creating reteaching lessons and to find which concepts students are struggling with. In addition, teachers used self-created assessments to monitor students while in distance learning. These assessments were not always aligned as distance learning created a challenge when it came to aligning assessments and lessons virtually.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Longwood have the appropriate teaching credential for their field.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Longwood was found to be compliant during our annual Williams Visit, meaning that all students and teachers had sufficient instructional materials. Teacher Professional Development is offered throughout the school year and is a combination of district provided professional development and site developed professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on the common core state standards, coupled with student data and culturally relevant pedagogy and practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district provides some support through instructional coaching, but access to instructional coaches is limited. Our English Learner specialist supports in our implementation of English Language Development, and the school's Instructional Leadership team, plans and facilitates collaboration and all site developed professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate via grade level teams formally once per week, as stipulated by the CBA. They meet informally at other times as well.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District adopted curriculum is standards based. Instruction is delivered based on district adopted curriculum and teacher created standards based lessons.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow state and district guidelines for instructional minutes for reading/language arts and math instruction. These minutes were adjusted to meet the needs of state and local guidance with regard to distance learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers follow the district unit maps to pace instruction and utilize in-class intervention practices to support students at different academic levels. Teachers also refer students to the limited amount out of class intervention supports Longwood has. Often there are limited spaces for these types of intervention. Longwood is hoping to expand intervention support for the 2021-2022 school year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Longwood was found to be compliant with respect to the Williams Act as monitored by the Alameda County Office of Education with respect to having sufficient instructional materials for all disciplines.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards based curriculum and intervention materials are utilized by Longwood teachers.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The district adopted curriculum have some intervention features, but most reading intervention is performed by the classroom teacher via standards based intervention support or Fountas and Pinnell Leveled Literacy Intervention. Similarly, Longwood utilizes the purchase of the computer based software programs of Lexia and RAZ kids to support students at their individual reading level. For math classroom teachers follow a similar process and use the district purchased program IXL to help students increase their math fluency. Longwood also has a Bilingual Paraeducator that supports students in class and in small groups with early literacy support.

Evidence-based educational practices to raise student achievement

As mentioned above, students are supported both by small group instruction by the classroom teachers and the placement in the software programs to support in increased reading and math fluency and comprehension.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The district has funded a full time Family Engagement Specialist to be at our site. This person supports families by providing various workshops for parents to help them manage the challenge of raising and supporting children in our society. Additionally, the Family Engagement Specialist connects our families to local resources that support them with different basic needs including food, clothing, and shelter support. This year, during distance learning, our Family Engagement Specialist helped organize technology support, school registration information and other similar outreach supports to help parents during distance learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and teachers participate through various committees that support school functions including, but not limited to, SSC, ELAC, and other teacher created committees or needs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Longwood uses its categorical funding to supplement the base curriculum and find support for students and families through human resources. These resources are outlined in detail in the school's goal areas located in this document.

Fiscal support (EPC)

Longwood receives supplemental funding through two different funding strings. State funding comes in through our Local Control Funding Formula (LCFF) money and federal funding is received through Title 1 money. A complete detail of this year's budget decisions are located throughout this document.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	103	100	81
Grade 1	93	78	69
Grade 2	90	89	74
Grade3	95	88	80
Grade 4	86	80	90
Grade 5	104	83	83
Grade 6	80	97	75
Total Enrollment	651	615	552

Conclusions based on this data:

1. Unfortunately, our enrollment continues to decrease every school year. Despite outreach efforts by the district and the school, we have been unable to regain the level of enrollment that we experienced in year's past. We predict a similar change going into the 2022-2023 school year. The cost of living increase in the Bay Area and with families trying to recover from the pandemic, families have not been moving into our area. The district's recent school closures will not directly affect our enrollment as we are not one of the schools receiving students from those closures.
2. One of the areas where we have seen a significant decrease in enrollment, is in our bilingual program. Six years ago, we averaged two classes per grade level in the bilingual program, at this point, we are averaging one class per grade level, or one class and a combo class. With that, our enrollment has decreased significantly and we will continue to explore options for bringing more students into that program. We will continue to work with the district to see what options are available to support our bilingual program.
3. Lastly, we see some decrease in enrollment every year in students entering 6th grade. This happens due to the local charter schools beginning their middle school programs in 6th grade. Parents often look for other options other than the district middle schools and this has caused a handful of families leaving our school and going to local charter schools for their middle school years. In the 2021-2022 school year, we saw one of our biggest decreases in our 6th grade student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	335	300	263	51.5%	48.8%	47.6%
Fluent English Proficient (FEP)	152	146	96	23.3%	23.7%	17.4%
Reclassified Fluent English Proficient (RFEP)	52	33	0	14.9%	9.9%	0.0%

Conclusions based on this data:

1. Just as our student enrollment has decreased over the past few years, our English Learner population has decreased from 300 students to 262 students. The percentage of ELs in the school stays pretty consistent...between 50-55% on any given year. We are currently at 53% ELLs.
2. We continuously reclassify students at a significant rate. During the 21-22 school year, we reclassified 10% of our ELs. We were not able to ELPAC test all of our ELs last year, so this percentage may have been slightly higher had we done so.
3. We will strive to continue to reclassify at least 10% of our English Learner population for the 2022-23 school year. We will most likely use ELPAC and CAASPP scores, which we were unable to use the past two years. We are awaiting state and district directives.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	89	87	77	88	84	0	88	84	0	98.9	96.6	0.0
Grade 4	103	87	91	100	85	0	100	85	0	97.1	97.7	0.0
Grade 5	85	106	82	82	102	0	81	102	0	96.5	96.2	0.0
Grade 6	98	81	77	95	80	0	95	80	0	96.9	98.8	0.0
All Grades	375	361	327	365	351	0	364	351	0	97.3	97.2	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2373.	2372.		7.95	13.10		12.50	10.71		31.82	22.62		47.73	53.57	
Grade 4	2418.	2396.		9.00	4.71		19.00	17.65		24.00	21.18		48.00	56.47	
Grade 5	2457.	2442.		9.88	5.88		23.46	19.61		19.75	25.49		46.91	49.02	
Grade 6	2459.	2489.		4.21	10.00		22.11	21.25		27.37	32.50		46.32	36.25	
All Grades	N/A	N/A	N/A	7.69	8.26		19.23	17.38		25.82	25.36		47.25	49.00	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.82	7.14		46.59	45.24		46.59	47.62	
Grade 4	10.00	5.88		50.00	45.88		40.00	48.24	
Grade 5	11.11	10.78		43.21	37.25		45.68	51.96	
Grade 6	9.20	15.19		42.53	45.57		48.28	39.24	
All Grades	9.27	9.71		45.79	43.14		44.94	47.14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.20	12.05		36.78	33.73		54.02	54.22	
Grade 4	10.00	7.06		41.00	36.47		49.00	56.47	
Grade 5	22.50	6.86		35.00	54.90		42.50	38.24	
Grade 6	3.70	8.75		51.85	45.00		44.44	46.25	
All Grades	11.21	8.57		41.09	43.14		47.70	48.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	3.41	14.29		63.64	52.38		32.95	33.33	
Grade 4	3.00	7.06		67.00	63.53		30.00	29.41	
Grade 5	9.88	4.90		58.02	57.84		32.10	37.25	
Grade 6	9.76	2.50		60.98	68.75		29.27	28.75	
All Grades	6.27	7.12		62.68	60.40		31.05	32.48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.64	14.29		49.43	33.33		37.93	52.38	
Grade 4	11.00	5.88		52.00	41.18		37.00	52.94	
Grade 5	17.28	13.73		40.74	40.20		41.98	46.08	
Grade 6	18.82	17.50		47.06	47.50		34.12	35.00	
All Grades	14.73	12.82		47.59	40.46		37.68	46.72	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Students did not take the CAASPP ELA test in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare from that school year. We will be getting results for the 2021-2022 school year that we will be able to compare and analyze. The analysis you see below is from two years ago. 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 and exceeding grade level standards in English Language Arts.

In reviewing the data, it is good to see that we are getting the majority of our students tested so that we can gather accurate data on our school population. We were above 96% of enrolled students tested in every grade level and at the overall school level we tested 97.2% of enrolled students. This is a slight increase from the previous year, and making sure that all the students test and complete the test is crucial to us making sure we can support our school's academic needs when planning for instruction and resources to provide the students and teachers.

2. The overall achievement shows that Longwood has a long way to go to be in a place where we can be satisfied with our data. Ideally, we would like to have all students meeting or exceeding standards. This is clearly not the case, and certainly not due to a lack of effort from our teaching staff. However, I would like to point out a few growth areas. The percentage of students exceeding standards in ELA have grown incrementally over the past three years. In particular, students in 3rd and 6th grade have almost doubled in this category. In all the sub-categories the data shows up and down results. 6th grade made consistent growth through most categories, however, all other grades levels were back and forth. Listening was an area of growth for most of the school and was one of our focus areas school wide. If we can find a way to support our students in other areas in the way we support them there, hopefully more growth will follow.
3. Longwood struggled more significantly in writing with respect to students who were above standard. That translated to more students who were classified as At or Near standard. Writing has been a challenge in recent years and the school staff has been thinking about ways to improve that area. We have tried various intervention strategies in both Reading and Writing and still our data is not where we want it to be. We will be thinking differently about intervention and classroom instruction next year so that we can focus more on the needs of the students individually.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	89	87	77	83	83	0	83	83	0	93.3	95.4	0.0
Grade 4	103	87	91	100	87	0	99	87	0	97.1	100	0.0
Grade 5	85	106	82	82	104	0	80	104	0	96.5	98.1	0.0
Grade 6	98	80	77	95	78	0	93	78	0	96.9	97.5	0.0
All Grades	375	360	327	360	352	0	355	352	0	96	97.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2380.	2401.		3.61	13.25		12.05	18.07		36.14	25.30		48.19	43.37	
Grade 4	2431.	2426.		4.04	2.30		21.21	11.49		33.33	45.98		41.41	40.23	
Grade 5	2461.	2455.		6.25	3.85		13.75	17.31		37.50	33.65		42.50	45.19	
Grade 6	2456.	2467.		4.30	6.41		10.75	11.54		30.11	39.74		54.84	42.31	
All Grades	N/A	N/A	N/A	4.51	6.25		14.65	14.77		34.08	36.08		46.76	42.90	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.10	19.28		24.39	28.92		69.51	51.81	
Grade 4	12.63	6.90		36.84	33.33		50.53	59.77	
Grade 5	14.10	15.38		32.05	27.88		53.85	56.73	
Grade 6	4.55	8.11		26.14	33.78		69.32	58.11	
All Grades	9.33	12.64		30.03	30.75		60.64	56.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.10	21.69		42.68	34.94		51.22	43.37	
Grade 4	8.33	4.60		45.83	49.43		45.83	45.98	
Grade 5	5.00	4.81		42.50	45.19		52.50	50.00	
Grade 6	6.45	5.13		43.01	41.03		50.54	53.85	
All Grades	6.55	8.81		43.59	42.90		49.86	48.30	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.98	22.89		60.98	46.99		28.05	30.12	
Grade 4	8.51	3.45		53.19	47.13		38.30	49.43	
Grade 5	7.89	7.69		43.42	36.54		48.68	55.77	
Grade 6	4.35	7.69		43.48	46.15		52.17	46.15	
All Grades	7.85	10.23		50.29	43.75		41.86	46.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Students did not take the CAASPP Math test in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare from that school year. We will be getting results for the 2021-2022 school year that we will be able to compare and analyze. The analysis you see below is from two years ago. 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 and exceeding grade level standards in Math. Longwood's Math participation percentages are very good. We are steadily over 97% participation which makes our data more valid. This will allow us to evaluate our data with more certainty. Our participation rates look better in math due to the fact that many of our Newcomer students are required to take the math test, but not the ELA test. Overall, we are pleased with the completion rate of our students and will continue to support our students in this fashion.
- Math scores at Longwood, although not at the place we would like them to be, have shown growth overall over the past three years. We have decreased the amount of students not meeting standards by 10 percentage points over that time frame. Similarly, overall Longwood went from having only 16% of students meeting or exceeding standards in the 16-17 school year to over 21% of students qualifying in that same category. This is encouraging as most of the school district is declining in this academic areas, Longwood is making growth. As we look into the coming school years, Longwood will be finding ways to provide intervention for students in math, in an attempt to continue our upward trend.
- In the sub-categories, we see a similar trend of incremental improvement. One large highlight is the improvement made by students in 3rd grade in all sub-categories. Students in 3rd grade scoring above standard more than doubled in the area of "Communicating Reasoning," and more than tripled in the areas of "Concepts and Procedures" and "Problem Solving and Modeling/Data Analysis." This bodes well for students as they move through the following grade levels as it will provide a solid foundation of math skills for them moving forward.

Although we see some decline in areas for 4th and 5th grade, the overall scores show potential for Longwood to start making some significant improvements.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1425.4	1422.7		1434.3	1436.4		1404.4	1390.6		64	60	0
1	1454.9	1455.2	*	1466.7	1473.7	*	1442.7	1436.4	*	60	66	6
2	1480.9	1496.5	*	1483.5	1518.3	*	1477.9	1474.5	*	58	44	8
3	1483.2	1493.0	1499.3	1481.0	1495.4	1507.8	1484.9	1490.1	1490.2	45	45	43
4	1494.7	1516.8	1494.2	1495.9	1519.3	1500.7	1493.0	1513.7	1487.3	44	46	36
5	1511.6	1528.3	1521.5	1506.4	1532.2	1531.0	1516.4	1523.9	1511.6	33	46	35
6	1505.1	1551.3	1523.8	1505.2	1574.7	1535.6	1504.5	1527.4	1511.3	28	27	29
All Grades										332	334	157

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.25	16.67		34.38	35.00		20.31	33.33		*	15.00		64	60	
1	35.00	13.64	*	38.33	31.82	*	*	40.91	*	*	13.64	*	60	66	*
2	41.38	25.00	*	36.21	50.00	*	*	20.45	*	*	4.55	*	58	44	*
3		13.33	18.92	42.22	35.56	43.24	42.22	40.00	29.73	*	11.11	8.11	45	45	37
4	*	21.74	17.14	56.82	45.65	31.43	*	23.91	37.14	*	8.70	14.29	44	46	35
5	*	28.26	12.12	60.61	36.96	42.42	*	21.74	42.42	*	13.04	3.03	33	46	33
6	*	29.63	19.23	42.86	40.74	42.31	*	25.93	26.92	*	3.70	11.54	28	27	26
All Grades	23.49	20.06	18.62	42.77	38.62	40.00	20.78	30.54	33.10	12.95	10.78	8.28	332	334	145

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.63	26.67		26.56	31.67		18.75	31.67		*	10.00		64	60	
1	56.67	24.24	*	21.67	34.85	*	*	28.79	*	*	12.12	*	60	66	*
2	46.55	50.00	*	44.83	38.64	*	*	9.09	*	*	2.27	*	58	44	*
3	*	28.89	43.24	48.89	44.44	37.84	*	17.78	13.51	*	8.89	5.41	45	45	37
4	36.36	50.00	42.86	38.64	34.78	28.57	*	4.35	14.29	*	10.87	14.29	44	46	35
5	42.42	47.83	51.52	45.45	32.61	42.42	*	10.87	3.03	*	8.70	3.03	33	46	33
6	*	51.85	38.46	42.86	37.04	50.00	*	7.41	7.69	*	3.70	3.85	28	27	26
All Grades	40.96	37.72	44.83	36.75	35.93	38.62	12.95	17.66	10.34	9.34	8.68	6.21	332	334	145

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.75	6.67		23.44	31.67		53.13	46.67		*	15.00		64	60	
1	21.67	6.06	*	31.67	24.24	*	23.33	43.94	*	23.33	25.76	*	60	66	*
2	24.14	4.55	*	34.48	38.64	*	22.41	36.36	*	18.97	20.45	*	58	44	*
3		2.22	5.41	*	26.67	27.03	42.22	48.89	40.54	37.78	22.22	27.03	45	45	37
4		8.70	0.00	34.09	34.78	25.71	29.55	34.78	28.57	36.36	21.74	45.71	44	46	35
5	*	4.35	3.03	42.42	26.09	12.12	33.33	50.00	60.61	*	19.57	24.24	33	46	33
6		0.00	0.00	*	25.93	23.08	*	55.56	38.46	53.57	18.52	38.46	28	27	26
All Grades	12.35	5.09	4.83	29.22	29.64	25.52	33.73	44.61	39.31	24.70	20.66	30.34	332	334	145

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	67.19	15.00		25.00	68.33		*	16.67		64	60	
1	68.33	43.94	*	28.33	50.00	*	*	6.06	*	60	66	*
2	51.72	45.45	*	41.38	50.00	*	*	4.55	*	58	44	*
3	*	17.78	25.00	75.56	60.00	58.33	*	22.22	16.67	45	45	36
4	25.00	30.43	26.47	61.36	56.52	55.88	*	13.04	17.65	44	46	34
5	*	13.04	15.63	63.64	67.39	78.13	*	19.57	6.25	33	46	32
6	*	29.63	12.50	67.86	66.67	70.83	*	3.70	16.67	28	27	24
All Grades	42.47	28.14	22.86	47.59	59.28	63.57	9.94	12.57	13.57	332	334	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.25	31.67		42.19	50.00		26.56	18.33		64	60	
1	46.67	24.24	*	35.00	48.48	*	18.33	27.27	*	60	66	*
2	60.34	54.55	*	36.21	40.91	*	*	4.55	*	58	44	*
3	55.56	66.67	64.86	33.33	28.89	29.73	*	4.44	5.41	45	45	37
4	65.91	63.04	71.43	25.00	28.26	14.29	*	8.70	14.29	44	46	35
5	63.64	73.91	81.82	33.33	15.22	15.15	*	10.87	3.03	33	46	33
6	71.43	74.07	88.00	*	18.52	8.00	*	7.41	4.00	28	27	25
All Grades	53.61	51.50	76.39	33.43	35.33	17.36	12.95	13.17	6.25	332	334	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1.67		75.00	81.67		*	16.67		64	60	
1	31.67	15.15	*	36.67	51.52	*	31.67	33.33	*	60	66	*
2	32.76	11.36	*	37.93	72.73	*	29.31	15.91	*	58	44	*
3		0.00	2.78	51.11	48.89	58.33	48.89	51.11	38.89	45	45	36
4		8.70	0.00	50.00	63.04	51.43	50.00	28.26	48.57	44	46	35
5	*	6.52	3.23	72.73	67.39	61.29	*	26.09	35.48	33	46	31
6	*	3.70	0.00	*	48.15	42.31	75.00	48.15	57.69	28	27	26
All Grades	14.16	7.19	6.34	50.30	62.87	53.52	35.54	29.94	40.14	332	334	142

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.25	36.67		35.94	48.33		*	15.00		64	60	
1	*	4.55	*	71.67	74.24	*	*	21.21	*	60	66	*
2	24.14	11.36	*	65.52	68.18	*	*	20.45	*	58	44	*
3	*	20.00	16.22	68.89	73.33	67.57	26.67	6.67	16.22	45	45	37
4	*	17.39	5.88	59.09	67.39	52.94	*	15.22	41.18	44	46	34
5	36.36	10.87	12.50	57.58	71.74	68.75	*	17.39	18.75	33	46	32
6	*	7.41	7.69	82.14	88.89	80.77	*	3.70	11.54	28	27	26
All Grades	25.60	16.17	11.89	61.14	68.56	67.83	13.25	15.27	20.28	332	334	143

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our ELPAC scores from the 2020-21 school year were difficult to interpret at certain grade levels because we were not able to test all the students due to the COVID-19 school closure. There also were no scores for the 19-20 school year, so it is difficult to compare results when there is a 2 year difference. This school year we will have complete data as we have been working to test all of our 262 ELL students in grade TK-6th. Below you will find our analysis from the previous year, that we will use as a more comprehensive baseline in comparing this year's data. Oral scores proved to be the stronger area for Longwood students, while students tended to decrease in the written area of the exam.

2. In the areas of reading/writing, the majority of our students are not scoring in the Well-Developed range. However, most students are in the level 2 and level 3 range, so there is progress being made. Our ELs have maintained high level (well-developed) scores in the speaking domain of the ELPAC.
3. This data tells us that most students are proficient in oral language, but struggling with written language, such as reading and writing. They will not be able to reclassify until they improve their written language scores. They must score in the Well-Developed range overall in order to reclassify, in addition to taking and scoring a certain level in the CAASPP test, or be reading at grade level in the primary grades. As a school, we will plan interventions to focus more on students' transfer of their oral language abilities to written language. We did not level our ELD classes this year due to the pandemic. If we do so for 2022-23 school year, we will target our intermediate ELD classes to focus on written language, as these are the grades where we see most Long Term English Language Learners.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
552	73.0	47.6	1.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	263	47.6
Foster Youth	7	1.3
Homeless	11	2.0
Socioeconomically Disadvantaged	403	73.0
Students with Disabilities	57	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.2
American Indian or Alaska Native	1	0.2
Asian	29	5.3
Filipino	20	3.6
Hispanic	433	78.4
Two or More Races	18	3.3
Native Hawaiian or Pacific Islander	17	3.1
White	11	2.0

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.

2. Our student group indicators that are not based on race/ethnicity provides interesting data as well. As shown, this data shows that we have many students at our school that have varying needs. Our largest population in this group being our Socioeconomically Disadvantaged students at more than 83%. Due to this large percentage of students identified as such, Longwood continued to qualify for Provision 2 status in the 2019-2020 school year. This means that all students at the school receive free breakfast and lunch no matter their income level. Our English Learner population makes up the second largest group as we must continue to help our students nurture their cultural and linguistic roots, while at the same time, help them move toward proficiency in English. Our Students with Disabilities shows at 8.1% which is a rather large percentage of students. This does not count the students who have yet to be identified. We continue to work hard to provide appropriate services for these students based on their disability and the services identified in their IEP. Lastly in recognizing our homeless and foster youth we know that these families need to be connected to specific services that will help them work through any challenges they may face. Many of these families work with the school and the Family Engagement Specialist in locating resources that can help them with those varying challenges. Longwood will continue to serve our entire school population to the best of our ability in ensuring all students have the best opportunities to access their education.
3. Although our overall school enrollment has declined over the past year, we continue to have the opportunity to celebrate the many diverse cultures and languages that make Longwood what it is. We have optimism that with the school back in full swing with decreasing COVID concerns, we will see an uptick in enrollment and hopefully that means continued diversity in our school.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Students did not take the CAASPP ELA or Math test in the 2020-2021 school year, therefore there is no measurable data to compare from that school year. The analysis you see below is from two years ago. We will have CAASPP data for the 2021-2022 school year. 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 compare other categories that were made challenging due to the pandemic. The overall data from the dashboard suggests that Longwood is taking some steps in the right direction, academically. We are making some growth in ELA. By showing orange it suggests that incremental progress is being made and hopefully that will lead to larger progress in the future. The fact that we lost three and a half months of school due to the COVID-19 pandemic does not help, however. Our overall math scores in the dashboard are more encouraging at yellow. 3rd and 6th grade really made strong growth and our students benefited from that. I am pleased that in an area where our school district as a whole has struggled, Longwood is taking steps in the right direction to make improvements. We are going to continue with our Saturday Math Academy next school year, granted that the shelter in place guidelines are loosened and students can once again reconvene normally.

2. Our suspension data is positive in the sense that we did not have to suspend students as much this year. The fact that we have suspend students at all is unfortunate and Longwood will continue to work on it's PBIS program to make sure that students are being motivated in a positive way so as not to engage in problem or dangerous behaviors. We will also continue to be vigilant about behaviors that are unacceptable and hold a strong line at our school for such behaviors. I look forward to the day where we can support students in a way where they are not committing suspendable offenses and our we can support them in alternate ways.
3. Lastly, our chronic absenteeism is a big concern. We saw a spike in students who are deemed habitually truant, and that was before we went into shelter in place due to the COVID-19 pandemic. In the coming year we will have to continue to be vigilant about getting kids to come to school and supporting families in need so that they can get their kids to school. We will continue to do outreach and speak to families in need. The graduation rate and college and career sections do not apply to us in elementary school and our data regarding EL progress is still in it's baseline stages. We should have more information about that next year. However, for current data on our EL population please see the goal and reflection areas for that information.

School and Student Performance Data

Academic Performance English Language Arts

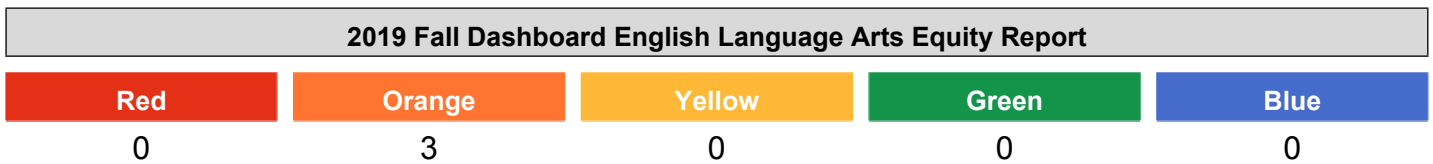
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 58 points below standard Maintained -1.3 points 335	<p>English Learners</p> Orange 66.8 points below standard Maintained -0.2 points 242	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Orange 61.6 points below standard Maintained -1.1 points 289	<p>Students with Disabilities</p> No Performance Color 146.2 points below standard Declined -9.2 points 29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.3 points below standard Increased Significantly ++22.5 points 15	 No Performance Color 0 Students	 No Performance Color 59.7 points below standard 13	 No Performance Color 4.9 points below standard 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.2 points below standard Declined -3 points 278	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.9 points below standard Increased ++9.4 points 155	2.5 points below standard Maintained -0.3 points 87	64.1 points below standard Declined -12.3 points 56

Conclusions based on this data:

- Students did not take the CAASPP ELA test in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare from that school year. We will be getting results for the 2021-2022 school year that we will be able to compare and analyze. The analysis you see below is from two years ago. 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 or exceeding grade level standards in English Language Arts.
- The majority of our data shows that we more or less maintained similar data from the previous year with a few positive highlights. First and very encouraging, our African American student population increased their performance level by 22.5 points. Although all of our student subgroups are averaging scores below the standards, it is important to recognize growth where we see it. In that, I am happy to report that our English Learner students increased their average scale score by more than 9 points. We can feel happy that we helped these populations increase in their performance.
- The remainder of our subgroups mostly maintained or had a slight dip in performance level with the exception of our English Only students who made a pretty significant decline of more than 12 points. Longwood certainly has a lot of work to do and hopefully our focus on reading intervention will support us in this growth. Of course, the areas with no performance color are subgroups in which we do not have a significant enough population to gather data.

School and Student Performance Data

Academic Performance Mathematics

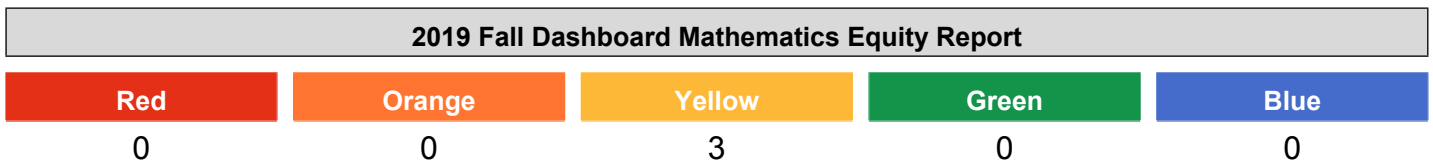
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 60.7 points below standard Increased ++9.5 points 333	<p>English Learners</p> Yellow 65.1 points below standard Increased ++12.5 points 240	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 63.8 points below standard Increased ++9.4 points 287	<p>Students with Disabilities</p> No Performance Color 142.9 points below standard Declined -8.7 points 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 88.8 points below standard Declined -13.9 points 15		 No Performance Color 54 points below standard 13	 No Performance Color 47.6 points below standard 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.1 points below standard Increased ++10.5 points 276	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.9 points below standard Increased Significantly ++22.4 points 153	19.7 points below standard Increased ++7.7 points 87	67.4 points below standard Maintained -0.8 points 56

Conclusions based on this data:

- Students did not take the CAASPP Math test in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare from that school year. We will be getting results for the 2021-2022 school year that we will be able to compare and analyze. The analysis you see below is from two years ago. 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 or exceeding grade level standards in Math.
- As mentioned previously, our math data shows many areas of improvement. We made significant point increases with our general student population, as well as our English Learners, Socioeconomically disadvantaged, and Hispanic student groups. Our current English Learners made a point increase of more than 22 points with the RFEP students making an almost 8 point increase. These are all encouraging data points as we can see that we are heading in the right direction. I remain concerned about the loss of in class instruction due to the COVID-19 pandemic and what that might mean for the progress we have made. Nevertheless, we will remain content to know that some positive growth was made with hopefully more to come.
- Our sub groups that struggled were our African American and Students with Disabilities areas. Both of these populations decreased significantly in points and will require continuous support throughout this and next school year. We can likely target some of these students through our intervention programs. We definitely have much work to do to find the best ways to support all of our students.

School and Student Performance Data

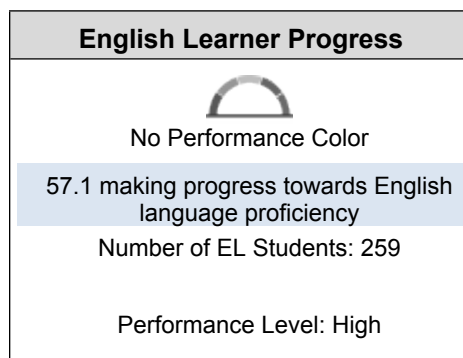
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
16.2	26.6	3.0	54.0

Conclusions based on this data:

- Our ELPAC scores from the 2020-2021 school year are not shown here. The data shown above is from the 2019-2020 school year. The ELPAC and reclassification data will be referenced in the English Learner goal, as well as in the previous section on EL learners. In the 2021-2022 school year we should have more complete data as we will have comprehensive ELPAC scores for the year. Below you will find the analysis from previous year's data. The majority of English Learners at Longwood grew at least 1 ELPI level.
- There is still a significant amount of students who either did not grow 1 level, or decreased 1 level, and are stuck in levels which will not allow them to reclassify.
- Apart from continuing to monitor the students who are showing growth of at least 1 level per year, our focus as a school should be on the students who are still not meeting proficiency levels in English and in core academic areas. 42 students decreased one ELPI level, while 69 students maintained levels of 1,2, and 3, yet they need a 4 to reclassify. Although we will not have ELPAC or CAASPP scores from Spring 2020, we will still provide designated and integrated ELD daily, in order to help each English Learner increase their english proficiency levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

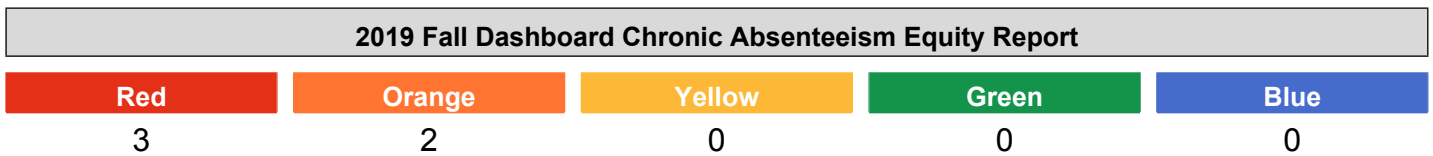
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 14.5 Increased Significantly +4.6 695	<p>English Learners</p>  Orange 10.1 Increased +1.6 385	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 42.9 Increased +24.3 28	<p>Socioeconomically Disadvantaged</p>  Red 14.4 Increased Significantly +4.1 571	<p>Students with Disabilities</p>  Red 20.3 Increased +5.1 69

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 No Performance Color	 No Performance Color
40.5	Less than 11 Students - Data Not Displayed for Privacy	10.3	8
Increased +27.7	1	Declined -1.4	Increased +0.6
42		29	25
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
11.6	47.4	30.4	0
Increased +3	Increased +17.4	Increased +10.4	Declined -21.4
545	19	23	11

Conclusions based on this data:

1. This data reflects numbers from several years ago. However, we struggled with attendance this year. Due to mandatory quarantine procedures our attendance rate for the school dropped significantly. This is outlined in more detail in Goal 5. With restrictions loosening, we are hoping to increase daily attendance again in the 2022-2023 school year.
2. Increased issues of affordable housing in school attendance area. Additionally increased McKinney Vento Families
3. Parents and Guardians working two or more jobs, as a result some students responsible for getting themselves up and ready for school.

School and Student Performance Data

Conditions & Climate Suspension Rate

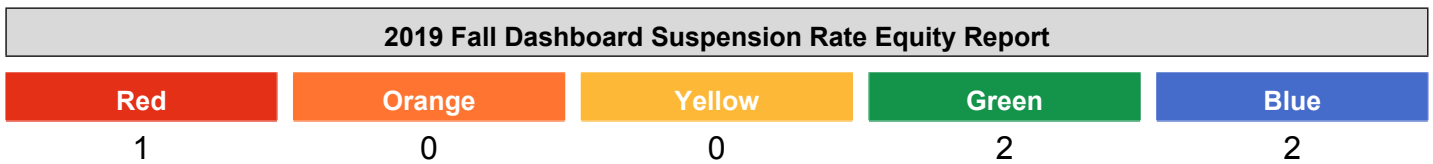
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7</p> <p>Maintained -0.2</p> <p>715</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -0.3</p> <p>389</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>31</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.7</p> <p>Maintained -0.2</p> <p>584</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.8</p> <p>Declined -1</p> <p>72</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 9.3 Increased +9.3 43	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 29	 No Performance Color 0 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Declined -0.5 557	 No Performance Color 0 Declined -4.8 22	 No Performance Color 0 Maintained 0 23	 No Performance Color 0 Declined -7.1 14

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.7

Conclusions based on this data:

1. 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

English Language Arts

LEA/LCAP Goal

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the CAASPP assessment.

Goal 1

21st Century Success in ELA

Identified Need

Goal Statement:

During the 2022-2023 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. Additionally, we will implement a new ELA/SLA curriculum that is more in line with the current standards. 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. This is achieved through data driven Cycles of Inquiry at each grade level. In addition, Longwood will continue to work through its "Balanced Literacy" approach to be used as an additional tool to help teach the Common Core State Standards. 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.

What data did you use to form this goal (findings from data analysis)?

We used the following data to form this goal:

- 2018-2019 school year CAASPP scores .
- Fountas and Pinnell reading assessments (beginning and mid year assessments)
- Formative assessments given by teachers

Group data to be collected to measure gains:

- Cycle of Inquiry
- Weekly grade level collaborations
- Backwards mapping

- District Benchmark Assessments for ELA and Math for grades 3-6
- K-2 Common Core District Assessments
- District Writing Assessments
- Lexia reports to measure growth
- RAZ Kids reports on books read
- Share data at SSC as needed

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Economically Disadvantaged
- Students with Disabilities
- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Pacific Islander

Anticipated annual growth for each group:

Reflections on the CAASPP data was shown in an earlier section. We are once again taking the CAASPP exam this year after a two year hiatus. Longwood School hopes to continue to make gains on the 2022 CAASPP administration comparatively with the 2019 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 2019 results. This modest gain takes into account the already missed classroom instruction as well as the missed classroom instruction time in 2020 due to distance learning and the COVID-19 school closures.

Means of evaluating progress toward this goal:

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 reading assessments.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

Utilizing the CAASPP data from the 18-19 school year, it is clear that there needs to be continued support of students in their literacy achievement. The ongoing COVID-19 pandemic and distance learning have further presented challenges to our routine and student progress. Different in-person COVID protocols made it challenging for students to attend with regularity. At the beginning of the year we dealt with a lot of in class exposures and students quarantining. We still need to focus on supporting both the students who are regularly participating and students who have not been able to participate for various reasons. 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.

Which stakeholders were involved in analyzing data and developing this goal?

- SSC
- ELAC
- Administrative Staff
- Instructional Leadership Team
- ELL Specialist
- Classroom Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Utilize Fountas and Pinnell 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 2022-2023 school year, at least 50% of the student population will read at or above grade level as measured by the F&P 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 2022-2023 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.
Improved achievement on the 2022 CAASPP examination	Longwood currently has 25.64% of the total student population scoring at the levels of Standard Met or Standard Exceeded.	By the 2022 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)

Common Core State Standards Implementation

Strategy/Activity

Task :

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.

Measures: 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, IAB and Fountas and Pinnell reading assessments will be collected and used to determine the next steps in the implementation of Common Core Standards.

People Assigned:

- Grade level teams
- Principal
- ELL Specialist/ Intervention Teacher
- Classroom Teachers
- Instructional Leadership Team

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)

1,164.49

Title I

Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Response to intervention (RTI)

Strategy/Activity

Task :

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 .
- Cycle of Inquiry
- 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.

Measures :

Longwood will continue to use the Cycle of Inquiry as the driving model for all aspects of academic design and instruction, including:

- planning
- collaboration
- pacing
- interventions
- professional development

Throughout the Cycle of Inquiry process we will use the following assessments to determine appropriate interventions :

- Adopted benchmark assessments
- Lexia
- RAZ Kids
- Teacher created assessments
- Fountas and Pinnell
- Fluency Assessments

People Assigned:

- Grade level teams
- Principal
- Assistant Principal
- Instructional Leadership Team
- Classroom Teachers
- ELL Specialist / Intervention Teacher
- Bilingual Paraeducator
- School Psychologist
- Our Kids Counselor
- Seneca Counselor

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)
11,900.00	LCFF Supplemental and Concentration Funds Lexia Core 5 Software Program
31,163.51	Title I Bilingual Paraeducator
18,900.00	Title I Lexia Reading Intervention

Annual Review

SPSA Year Reviewed: 2021-22

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. The COVID-19 pandemic made utilizing the normal scope and sequence and pacing guide very difficult. With students having to quarantine for 10 days at a time continuity was very difficult.

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 after being gone for so long. 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 2022-2023 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.

We did not change much in this goal this year. It was positive that we were able to stay the course and implement the activities and strategies outlined for the school year. In the 2022-2023 school year, we will refine the process a bit more so that we can be more efficient and support the students with their needs a bit more effectively.

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

Mathematics

LEA/LCAP Goal

LEA Goal :

- 21 st Century Success in Math : All students will master the Common Core Standards in Math or demonstrate growth towards mastery .

LCAP Goal :

- All students master the Common Core State Standards as demonstrated on the CAASPP Assessment

Goal 2

21 st Century Success in Math

Identified Need

Goal Statement :

In the 2022-2023 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 2022-2023 school year is to have all students show mastery or growth toward mastery in all mathematics 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 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.

What data did you use to form this goal (findings from data analysis)?

We used the following data to form this goal;

- 2018-2019 CAASPP scores.
- Teacher created assessments

Group data to be collected to measure gains:

- Cycle of Inquiry
- Backwards mapping
- K-2 Common Core District Assessments
- share data periodically at SSC
- weekly grade level collaborations
- District Benchmark Assessments for grades 3-6
- District coaching support when available

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Economically Disadvantaged
- African Americans
- Students with disabilities
- American Indians

- Asians
- Filipinos
- Hispanics
- Pacific Islanders

Anticipated annual growth for each group:

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 2022. 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 2022 CAASPP administration comparatively with the 2019 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. This modest gain takes into account the missed classroom instruction in previous school years due to the COVID-19 pandemic.

Means of evaluating progress toward this goal:

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

- 2018-2019 CAASPP test results
- Formal and informal teacher created assessments
- Winter Interim Assessment Blocks (IAB's) for grades 3rd, 4th, and 5th
- District Math Benchmark scores for Kindergarten, 1st, 2nd and 6th grades

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

The CAASPP results from the previous year showed some promise in making growth. Although, not all grade levels made significant growth, many did which led to an overall increase in achievement at Longwood. 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.

Which stakeholders were involved in analyzing data and developing this goal?

- Administrative Staff
- Instructional Leadership Team
- ELL Specialist
- Classroom Teachers
- SSC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved achievement on the 2022 CAASPP examination	Longwood currently has 20.9% of the total student population scoring at the levels of	By the 2022 CAASPP administration Longwood will increase the number of students scoring at Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard Met or Standard Exceeded.	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 2022-2023 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 2022, 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)

Common Core State Standards Implementation

Strategy/Activity

Task:

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.

Measures:

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.

People Assigned:

- Grade level teams
- Principal
- Instructional Leadership Team
- ELL Specialist / Intervention Teacher

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)
666.00	LCFF Supplemental and Concentration Funds Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Response to intervention (RTI)

Strategy/Activity

Task :

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
- Cycle of Inquiry
- Strategic use of district coaching
- Saturday Math Academy Tutoring Program

Measures :

Longwood will continue to use the Cycle of Inquiry as the driving model for all aspects of academic design and instruction , including:

- planning
- collaboration
- pacing
- interventions
- professional development

Throughout the Cycle of Inquiry process we will use the following assessments to determine appropriate interventions:

- Adopted district benchmark assessments
- Teacher created formative assessments
- IAB Assessments
- CAASPP Assesements

People Assigned:

- Grade level teams
- Principal
- Assistant Principal
- ELL Specialist / Intervention Teacher
- Instructional Leadership Team

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)
2,862.00	LCFF Supplemental and Concentration Funds Saturday Math Academy Coordination

Annual Review

SPSA Year Reviewed: 2021-22

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 virtually 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.

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. Teachers had the opportunity to collaborate and focus their inquiry on math, in order to teach all necessary math standards during in-class instruction. This shifted significantly with our attendance challenges throughout the year, but 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 as we will be back in-person.

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

English Language Development

LEA/LCAP Goal

LEA Goal :

- 21st Century Success for English Learners: An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

LCAP Goal :

- All students master the Common Core State Standards as demonstrated on the ELPAC examination.

Goal 3

21st Century Success for English Learners

Identified Need

Goal Statement :

Longwood will be focused on reducing the number of Long Term English Learners by 25%. Of our 262 ELs, 25 are Long Term English Learners. 169 ELs are in primary grades (TK- 3), while 91 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.

What data did you use to form this goal (findings from data analysis)?

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

Group data to be collected to measure gains:

We use a Cycle of Inquiry at the end of each trimester to monitor and evaluate students' progress. Teachers collaborate during Cycle of Inquiry and weekly collaboration meetings to discuss students' results across their grade level and to plan implementation of effective strategies that will improve student achievement. The Language Review Team may monitor students progress annually to set goals for students not making growth.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students are English Learners at Longwood school in grades TK - 6. Specifically Long Term English Learners will be a strong focus to get students reclassified prior to entering Intermediate School.

Anticipated annual growth for each group:
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.

Means of evaluating progress toward this goal : The data collected will include:

- ELPAC data from Spring 2022
- CAASPP data from Spring 2022
- ADEPT and/or other informal local assessments
- Systematic ELD Unit Assessments
- ELA District Benchmark Tests
- District Writing Benchmark Tests
- District Reading Assessments

Progress in Lexia

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area .

What did the analysis of the data reveal that led you to this goal?
From 2021 until present, Longwood reclassified 29 students as Fluent English Proficient, in grades 1-6. This means Longwood met the goal of reclassifying at least 10% of its English Learner population. Additionally, we did not administer the ELPAC assessments to 100% in the Spring of 2021 due to the COVID-19 school closures and the fact that we did all of our testing on zoom. We are confident that we will be able to continue to reach our reclassification goals with our 2022 ELPAC administration. Longwood has 25 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. Longwood School is also committed to supporting its Newcomer students, or students who have recently immigrated to the United States.

Which stakeholders were involved in analyzing data and developing this goal?

The stakeholders are :

- Administrators
- ELL Specialist
- Bilingual Paraeducator
- Leadership Team
- Classroom Teachers

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 28 students matriculating into 6th grade 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.	We were only able to reclassify 13 students from last year's primary grades this school year, due to not testing most of our primary students.	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.

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)

Decrease the number of Long Term English Language Learners

Strategy/Activity

Task:

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 SDAIE techniques and multiple opportunities for students to speak/use language via the 80/20 Bilingual alternative model and SEI classes
- Bilingual teachers will continue to attend district provided professional development in how to best implement English Transference

Measures:

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 (ELD Report Card)
- (Catch Up Plans)
- COST meetings
 - LRTs (Language Review Teams)
 - Cycle of Inquiry
 - Targeted Intervention for Long Term and Newcomer English Learners
- People Assigned:
- Principal
 - Assistant Principal
 - Classroom Teachers
 - ELL Specialist / Intervention Teacher
 - COST Team
 - Bilingual Paraeducator

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)
	None Specified
31,163.00	Title I Bilingual Para educator
2,260.00	LCFF Supplemental and Concentration Funds ELPAC Testing Support

Annual Review

SPSA Year Reviewed: 2021-22

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.

It was more difficult to implement our regular strategies with effectiveness as COVID protocols changed the way we conducted our English Language Development designated instructional times.

Students were not broken apart by level, instead all ELL's of different levels participated in synchronous learning time together. We are hoping that next year we will be able to get back to our previous ELD model which proved to be successful for us for many years in a row.

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. We are also investing in ELPAC testing support again so we can get our testing done in a timely fashion. We are confident that getting back to a normal schedule will get our ELL results back on track.

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

Improving School Climate and Parent Engagement

LEA/LCAP Goal

LEA Goal :

- 21st Century in School Climate HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal :

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at the school.

Goal 4

Creating a Supportive School Climate

Identified Need

Goal Statement :

Longwood is proud to continue implementing the Positive Behavior Incentive System (PBIS) program. 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 make better decisions. Longwood will continue to implement our 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. The COVID-19 pandemic made it challenging for students to acclimate themselves to the school environment again. We will be getting back to our PBIS assemblies and awards 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.

As part of this goal as well, we would like to continue strengthening our parent center. We will have to create a more concrete plan about how to utilize this space as I am sure there will be significant safety protocols in place as it pertains to visitors on campus. We would like to continue the work of getting a school PTA up and running again. 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.

What data did you use to form this goal (findings from data analysis)?

We used:

- Anecdotal evidence from students and teachers
- California Healthy Kids Survey

Group data to be collected to measure gains in the 2021-2022 school year:

- Review suspension/ expulsion data at PBIS Committee, Restorative Justice Committee, School Safety Committee, and staff meetings
- Develop action plans using the Cycle of Inquiry when certain subgroups of students are overrepresented in suspension/ expulsion data.
- Review bullying/ intimidation referral data at the Restorative Justice Committee, PBIS 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 for all staff on the implementation of the Positive Behavior Incentive System (PBIS).
- 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.
- Parent engagement data
- Number of workshops organized
- Parent involvement opportunities

Groups participating in this goal (e.g. students, parents, teachers, administrators):

Our focus students are from Special Education, African American, Socioeconomically Disadvantaged, Filipino, Hispanic, American Indian, and Pacific Islander subgroups

Anticipated annual growth for each group:

- We expect to continue seeing low suspension numbers in the 2022-2023 school year.
- Decrease the number of office referrals through the continued implementation of PBIS .
- Recognize students for academic achievement and positive behavior as a result of the implementation of PBIS at Longwood.
- Continue to see positive data through the CHKS
- Continued increase in parent involvement
- Work to get a school PTA formed and active

Means of evaluating progress toward this goal :

All behavior data will be collected by the Infinite Campus and its referral system.

Parent engagement data will be kept in a parent engagement binder to track involvement.

- Suspension / expulsion data
- Office referral data (PRIDE Alert , Red Alert , PRIDE Paw , Office Referrals)

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area . The LEA supports Longwood with the creation and implementation of a Positive Behavior Incentive System (PBIS) .

What did the analysis of the data reveal that led you to this goal?

In the 2021-2022 school year we saw an increase in peer conflicts. Reacclimating to the in person environment was difficult for many of our students. Additionally, this school year, we dealt with significantly larger 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 . Due to protocols with regard to large gatherings we put our assemblies on hold this school year. We plan to reinstate this practice next year. 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.

Our California Healthy Kids Survey (CHKS) data was also encouraging. We were able to receive parent consent to survey 42 of our 83 5th grade students, or 53%. In the 2019-2020 school year students, 76% of 5th graders surveyed stated that they felt that there was an adult at school who cared about them most or all of the time. 76% of students surveyed said that their teachers believed that they could do a good job most or all of the time. Most importantly, 71% of students surveyed stated that they felt safe at school most or all of the time. The CHKS data has so much more that can be unpacked, but overwhelmingly students felt that Longwood School was a positive place to go to school. We will have more CHKS data for next year as the 5th grade students took the survey in the spring of 2022.

Which stakeholders were involved in analyzing data and developing this goal?

The PBIS Committee (in conjunction with School Safety, SSC, SBDM, and Instructional Leadership Team) was the governing body charged with the development of this goal .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue the minimal amount of student out of school suspensions	Current data shows no out of school suspensions.	By the end of the 2022-2023 school year, the number of students suspended out of school will be similar to this year.
Form a school PTA	Currently we have no PTA formed.	By the end of the 2022-2023 school year, the school's PTA will be formed and active.
Continued recognition of students for positive academic and behavioral displays.	At this time, we have an assembly to recognize academics and behavior once per trimester.	By the beginning of the school year, the school will formulate a plan to recognize students more regularly.
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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		involved to visit the Parent Center and join meetings where they feel comfortable.

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)

Improving Student Behavior Outcomes

Strategy/Activity

Longwood School has implemented 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
- Math Night
- 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 the Positive Behavior and Intervention System (PBIS). The program is engrained in the culture and fabric of our school. 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 started a Restorative Justice Committee that will work in conjunction with our PBIS strategies.

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. Similarly, we will be working to get things "back to normal" after the challenge of the COVID-19 school closure. This is a multi-year process as many of our students were unable to gain many important social skills and develop appropriate maturity during the school closures.

Longwood also seeks to improve student, family, and staff morale by hosting a variety of family

events where student and parents can enjoy the work and effort that the children put into school.

Measures:

- Review of academic data
- Review of discipline data
- Student surveys
- California Healthy Kids Survey

People Assigned:

- Principal
- Certificated staff
- Longwood SBDM Team
- School safety team
- PBIS Team
- COST Team

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)
7,000.00	LCFF Supplemental and Concentration Funds School Musical Production
7,000.00	Title I Grade Level Funding for Arts Education
7,000	LCFF Supplemental and Concentration Funds Study Trip Funding for each Grade Level

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Improving Parent Engagement

Strategy/Activity

Task :

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:

- 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

Longwood would like to make parent engagement and participation a priority. Longwood will employ a Family Engagement and Outreach Specialist that will work 100% percent. This position will be funded by the school district. This will help make the connection between parents and the school stronger. Our FES will also support us in meeting the goals outlined above.

Measures :

- 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.

People Assigned :

- Principal
- Assistant Principal
- Family Engagement and Outreach Specialist
- Certificated staff
- ELL Specialist / Intervention teacher
- Parent volunteers
- Parents elected to SSC and ELAC

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)

--

None Specified

1,500.00

LCFF Supplemental and Concentration Funds

Interpretation

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our work around school climate changed shifted this year. We were unable to hold events like our Trimester Awards Assemblies. We found a way to hold our Art Show and STEAM fair. We also hosted several Spirit Weeks throughout the year, which was well participated by the students. Students were excited to show their school spirit and get involved again. There will be more opportunities to come next year when the school staff is not inundated with every changing COVID protocols.

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 tried to get our Coffee with the Principal meetings going again and were able to host one almost once a month. Our FES also supported families with school registration, navigating the parent portal, and a variety of other necessities. Although we didn't have a "Parent Center" up and running, we were able to support many families with their individual needs. We look to support families next year with more workshops and learning opportunities. We are grateful that our families were understanding of the challenges in how we had to run the school this 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.

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.

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.

For our Parent Engagement, we are hoping to again be able to open the Parent Center, when we get the approval and it is safe to do so. Until then, we will continue to hold meetings like "Coffee with the Principal" and other workshops virtually, in an attempt to keep parents engaged in what is

happening at school. We will also be working to meet the ever changing needs of our Longwood community as we deal with all that will be happening post-pandemic.

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

Improve Daily Attendance

LEA/LCAP Goal

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

LCAP Goal:

- Increase average daily attendance by 1%

Goal 5

Ensuring Daily Attendance

Identified Need

Goal Statement:

Longwood's attendance rate has decreased from the 2020-2021 school year (94.28 %) to the 2021-2022 school year (85.4%). This decrease can be attributed to the new protocols associated with the COVID-19 pandemic. With continued work, Longwood will strive to increase its attendance rate to 97% in the 2022-2023 school year.

This data was formulated using the daily attendance summary report from Infinite Campus.

Group data to be collected to measure gains:

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.

Focal student groups participating in this goal:

- African American
- American Indian
- Asian
- Filipino
- Hispanic/Latino
- Pacific Islander
- Special education students
- Economically disadvantaged students
- Students with disabilities
- English language learners

Anticipated annual growth for each group:

For the coming school year, we expect to show a significant rate of improvement. Longwood has

shown consistency in the efforts to increase attendance rates every year. Due to the massive change in the way attendance functions due to the COVID-19 pandemic, we are confident that once health protocols begin to loosen, these poor attendance trends will turn around. We expect that attendance will improve and that we will reach our goal of 97% daily attendance rate.

Means of evaluating progress toward this goal:

We will use attendance and truancy data to measure success.

How does this goal align with your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

There have been increased efforts to get students to attend with more frequency at Longwood. This school year we have seen an increase in the amount of absent students than in the previous school year mainly due to technical issues that arise from distance learning. We have sent out 200 letters to families for their "1st Notification of Truancy (3+ events.)" We have sent out 95 letters for the "2nd Notification of Truancy (6+ events)" and 17% of those second notice letters have resulted in over-the-phone conferences and subsequent attempts to engage students having sent 2 "3rd Notification of Truancy" This school year, SARB referrals were halted until further notice. 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.

Which stakeholders were involved in analyzing data and developing this goal?

The following stakeholders were involved in analyzing the data:

- Office staff
- SSC
- ELAC
- SBDM
- Classroom teachers
- Principal
- Assistant Principal
- Instructional Leadership Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall student attendance data.	Current year data of 85.40% overall attendance for the 2021-2022 school year.	Increase in overall attendance by 11.6% points to reach the 97% attendance rate.

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

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.

People Assigned:

- Principal
- Assistant Principal
- Attendance Clerk
- Classroom teachers
- Counseling staff
- ELL Specialist/Intervention Teacher
- School Nurse
- COST Team

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)

Annual Review

SPSA Year Reviewed: 2021-22

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%. This year we saw many students have increased absenteeism due to the COVID protocols put into place throughout the years. Students

who were ill needed to quarantine for up to 10 days at a time for every illness. Additionally, when students did, in fact, get COVID the whole class had to quarantine. Throughout the school year, COVID protocols constantly changed due to vaccine availability, case rates and other factors. We will continue to navigate the changing protocols of the pandemic as next school year begins.

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 ever changing guidance around the COVID-19 pandemic. 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 2022-2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Opportunity for all Students

LEA/LCAP Goal

LEA/ LCAP Goals:
Parental Involvement (Engagement)
Pupil Achievement (Pupil Outcomes)

Goal 6

Develop systems, policies, and practices that promote equity, opportunity and success regardless of race, gender, language, zip code, or any other factor.

Identified Need

Goal Statement:

Longwood is committed to closing the opportunity gap and providing equitable practices and policies for all students. This includes, but is not limited to, discipline policies, parent involvement, learning opportunities, and extracurricular activities. Longwood and HUSD has worked the past two school years on training staff on equity and anti-racism practices so that we can create a safe and inclusive environment for all students based on racial, gender, and socio-economic needs. The solid commitment to this work will continue into next school year and subsequent years. Many of the data points will be qualitative or anecdotal, but through those narratives we are hoping to support our student population in a more profound way.

What data did you use to form this goal?

At this time, the 2021-2022 school year will provide us with baseline data tools to further support this goal. The goal was formed based on the need to provide students and families with equitable experiences and outcomes as it relates to our school and local and global societal needs.

Group data to be collected to measure gains:

Throughout the year Longwood will be using anecdotal evidence from students to see if we are meeting this goal.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- Economically Disadvantaged
- African Americans
- Students with disabilities
- American Indians
- Asians
- Filipinos
- Hispanics
- Pacific Islanders

LGBTQ students

Anticipated annual growth for each group:

By the end of the 2022-2023 school year, Longwood students will report that they are able to

culturally identify with lessons and experiences presented to them in class or at school. A baseline number of students will be established through our data collection next year.

Means of evaluating progress toward this goal:

Longwood ILT and administration, in collaboration with HUSD, will develop methods to collect data from students and families.

How does this goal align to you Local Education Agency Plan goals?

The LEA has a similar goal in their strategic plan.

What did the analysis of the data reveal that led you to this goal?

We will collect baseline data in the 2022-2023 school year.

Which stakeholders were involved in analyzing data and developing this goal?

- Administrative Staff
- Instructional Leadership Team
- ELL Specialist
- Classroom Teachers
- SSC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Longwood students will report that they are able to culturally identify with lessons and experiences presented to them in class or at school	A baseline number of students will be established through our data collection next year.	We expect that through our work and professional development, Longwood staff will be able to support students with their cultural and identity needs. The data will reveal how successful we will be with that.

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)

Provide culturally relevant experiences for all students at Longwood Elementary School

Strategy/Activity

Task:

Longwood will work to provide culturally relevant experiences and equitable opportunities through lessons, assemblies, books, and other areas that the school has control over.

Measures:

The Longwood SSC has allocated money to support different cultural experiences to Longwood. These will be determined in the fall when we know what our health restrictions look like and when

we will be able to gather in a larger setting. However, Longwood is committed to finding ways to reflect the lived experience of it's entire student population.

People Assigned:

Principal
Assistant Principal
ILT Team
Classroom teachers
Counseling staff
ELL Specialist/Intervention Teacher
COST Team
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)

6,000.00

Source(s)

LCFF Supplemental and Concentration Funds
Bringing Cultural Experiences to Longwood

Annual Review

SPSA Year Reviewed: 2021-22

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.

Throughout the course of this school year, school staff have been participating in ongoing professional development on Equity and Anti-racism. This has been powerful and meaningful professional development and has further solidified the need to support our student population with helping empower them to achieve to their greatest potential. This year we were able to recognize some of our student groups through assemblies and workshops. Next year we plan to expand that outreach so that our students can have more culturally relevant experiences throughout the course of the 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.

This section does not apply as the 2022-2023 school year will be our first year of implementation of this goal.

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 were able to only really hold a few different cultural experiences for our students as we are getting this work off the ground. Longwood will continue to expand its work so that more students and groups are represented next year. The faculty and staff recognize that this is a work in progress and that we are continuing to develop our practices as we continue throughout the school years.

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	\$128,579.00

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	\$89,391.00

Subtotal of additional federal funds included for this school: **\$89,391.00**

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	\$39,188.00

Subtotal of state or local funds included for this school: **\$39,188.00**

Total of federal, state, and/or local funds for this school: **\$128,579.00**

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	39,188.00	0.00
Title I	89,391.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	39,188.00
Title I	89,391.00

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	39,188.00
	Title I	89,391.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,128.00
Goal 2	3,528.00
Goal 3	33,423.00
Goal 4	22,500.00
Goal 6	6,000.00

School Site Council Membership

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

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

Name of Members	Role
Juana Ochoa	Other School Staff
Luis Garcia	Principal
Graciela Hernandez	Parent or Community Member
Ashley Totah-Mangum	Parent or Community Member
Evangela Dixon	Classroom Teacher
Patricia Dennis	Classroom Teacher
Clifford Dane	Classroom Teacher
Veronica Rivera	Parent or Community Member
Maria Gonzalez	Parent or Community Member
Hang Tran	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2022.

Attested:

Principal, Luis Garcia, Principal on

SSC Chairperson, Graciela Hernandez, Parent on