



# School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Longwood School	Elementary	01611926001044	April 29, 2024	May 22, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Longwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Longwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Comprehensive Support and Improvement  
Schoolwide Program

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

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

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

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

## Educational Partner Involvement

How, when, and with whom did Longwood Elementary 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 Longwood SPSA is created in conjunction with the school staff and family/ community input through our School Site Council (SSC). The SPSA is discussed throughout the year with teachers and families. The SSC makes sure that all funds that are approved are utilized properly. Additionally, Longwood SSC determines the best way to spend carryover or unutilized funds through a shared decision making process at a local SSC meeting. Similarly, Longwood SSC members discuss and determine whether site goals and funds need to be changed or diverted to be utilized for different purposes. Longwood SSC is composed of 10 members: the principal, 3 classroom teachers, 1 school support staff and 5 family/community members.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Longwood Elementary is located in an area of Hayward where many of our families face a variety of challenges. Whether it be to meet basic needs like food, clothing and shelter, or to earn a livable wage, many of our families are struggling to support themselves and their children on a daily basis. Despite these difficult challenges, our families show up for their students and want the best for them. Due to the fact that basic needs and work take priority for many families our students sometimes begin their school career with less exposure to academic concepts than other students. Our student population is a majority students of color, many of which have a home language other than English. Some of these students are also new to the country and are trying make make cultural and linguistic adjustments to their new reality. Additionally, our physical plant is a huge work in progress. Thankfully, our classrooms are currently being modernized to make our classrooms state of the art. All of these factors perpetuate a long history of inequity that has

defined our school system in the United States for a long time. Longwood's achievement gap amongst students of color, low income students and students with special needs versus students who are not identified in these categories are sadly on par with what we have seen in society as a whole.

With that said, Longwood Elementary is committed to supporting all of our students to achieve their greatest potential while they are with us. We realize that there is an uphill climb for us to support our students in achieving academically at a higher clip, but we are up to the challenge. We are looking forward to supporting our students mentally, emotionally and academically so they can leave our school prepared for the next level of schooling. We want them to leave believing in themselves and their dreams.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Looking at the current dashboard data there are three areas that have been classified as Red. Those categories are ELA, Math and English Learner Progress. Our only Orange category identified was our Suspension Rate. All of these areas will be addressed in the SPSA with additional support and funding.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

We had several student groups score low on according to the dashboard. We will continue to support all of our student groups to come as close as possible to meeting or exceeding the standards as possible.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our main areas of need are aligned with our core academic content areas listed above. In order to be most effective with our efforts, we will focus on those areas of need to try and raise achievement in a meaningful way. In years past, we have, at times, taken on too much and the support given to each focus area was less than adequate. At this point, we feel like looking at the areas listed above would be prudent.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

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

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	69	94
Grade 1	69	60	61
Grade 2	74	62	68
Grade3	80	72	69
Grade 4	90	73	80
Grade 5	83	82	80
Grade 6	75	57	80
<b>Total Enrollment</b>	<b>552</b>	<b>475</b>	<b>532</b>

#### Conclusions based on this data:

1. Longwood's enrollment has held steady over the past two school years. We are averaging between a 525-535 total student enrollment over that span. Many of our classes were at capacity in the 2023- 2024 school year. It is exciting to see that the enrollment has held steady and our Kindergarten enrollment increased significantly which shows a positive trend for future years. Some areas that increased in enrollment in 2023-2024 was our newcomer student population. Also, in the 2022-2023 school year we added another Special Day Class (SDC) to our master schedule. This also increased our total enrollment. I look forward to continuing to support increased enrollment at Longwood.

2. One of the areas where we have seen a decrease in enrollment, is in our bilingual program. In years past, we averaged two classes per grade level in the bilingual program, at this point, we are averaging one class per grade level. With that, our enrollment has decreased gradually and we will continue to explore options for bringing more students into that program. However, we have held strong with our single cohorts per grade level over the last several years. This seems like a trend that will continue, so at the very least our bilingual program will continue at one class per grade level. With that said, 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. Thankfully, the enrollment for 6th grade increased in the 2022-2023 school year, but then dropped slightly in 2023-2024. We will likely see that continued back and forth unless alternate options for middle school are no longer available.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

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

### Conclusions based on this data:

1. This past year, with our increased enrollment, we are seeing an increase in our English Learner population going from 246 students in 21-22 to 278 students in 22-23. This puts us at just over 52% of our student population as English learner students. While our Spanish Bilingual Alternative program holds the majority of our EL students, we have seen an increase in newcomer students and second language learners from non-Spanish speaking countries as well, such as, Afghanistan and Vietnam. We continue to try and provide resources to all of our EL students. Learning about the culture and experience from our different students have been an enlightening and meaningful experience for our school staff and student population.
2. We continuously reclassify students at a significant rate. During the 21-22 school year, we reclassified 10% of our ELs. We continue to compile data to determine how many students we will be reclassifying this school year. But in addition to reclassifying students, we want to support students in making growth toward reclassification by growing one proficiency level per school year.
3. We will strive to continue to reclassify at least 10% of our English Learner population for the 2023-24 school year. The criteria to reclassify will be a combination of ELPAC and CAASPP scores. Through Longwood's designated and integrated ELD time, we have been able to successfully support numerous students reclassify to fluent English proficient.

# School and Student Performance Data

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

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	71	66	0	69	66	0	69	66	0.0	97.2	100.0
Grade 4	91	76	82	0	72	77	0	72	77	0.0	94.7	93.9
Grade 5	82	84	75	0	78	74	0	78	74	0.0	92.9	98.7
Grade 6	77	57	80	0	52	80	0	52	80	0.0	91.2	100.0
All Grades	327	288	303	0	271	297	0	271	297	0.0	94.1	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2342.	2336.		5.80	4.55		13.04	12.12		15.94	24.24		65.22	59.09
Grade 4		2401.	2377.		8.33	6.49		11.11	11.69		16.67	14.29		63.89	67.53
Grade 5		2444.	2414.		5.13	4.05		26.92	20.27		24.36	12.16		43.59	63.51
Grade 6		2465.	2460.		5.77	3.75		25.00	17.50		25.00	31.25		44.23	47.50
All Grades	N/A	N/A	N/A		6.27	4.71		18.82	15.49		20.30	20.54		54.61	59.26

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.35	4.55		42.03	50.00		53.62	45.45
<b>Grade 4</b>		6.94	3.90		59.72	50.65		33.33	45.45
<b>Grade 5</b>		7.69	9.46		61.54	45.95		30.77	44.59
<b>Grade 6</b>		7.69	7.50		51.92	48.75		40.38	43.75
<b>All Grades</b>		6.64	6.40		54.24	48.82		39.11	44.78

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		1.47	1.52		39.71	34.85		58.82	63.64
<b>Grade 4</b>		2.78	5.19		54.17	38.96		43.06	55.84
<b>Grade 5</b>		5.13	4.05		56.41	36.49		38.46	59.46
<b>Grade 6</b>		7.69	3.80		38.46	37.97		53.85	58.23
<b>All Grades</b>		4.07	3.72		48.15	37.16		47.78	59.12

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.90	3.03		68.12	71.21		28.99	25.76
<b>Grade 4</b>		6.94	3.90		72.22	61.04		20.83	35.06
<b>Grade 5</b>		5.13	5.41		73.08	63.51		21.79	31.08
<b>Grade 6</b>		11.54	12.50		65.38	68.75		23.08	18.75
<b>All Grades</b>		6.27	6.40		70.11	65.99		23.62	27.61

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.80	6.06		50.72	46.97		43.48	46.97
Grade 4		8.33	5.19		66.67	48.05		25.00	46.75
Grade 5		11.54	4.05		52.56	54.05		35.90	41.89
Grade 6		11.54	3.75		55.77	71.25		32.69	25.00
All Grades		9.23	4.71		56.46	55.56		34.32	39.73

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**Conclusions based on this data:**

1. Longwood struggled to meet its performance goals from the 2021-2022 to 2022-2023 school years. Across the board in the ELA exam we saw that our students had challenges in meeting the standards in the CAASPP exam. With almost 80% of our students in "Standard Not Met" or "Standard Nearly Met," there is clearly much work to be done. These struggles are precisely the reason why Longwood was categorized as a CSI school. Clearly more support and intervention is needed to get our students achieving at a higher rate. However, now that we have some comparable data, we will be able to plan more effectively in the areas where our students are struggling. This means that we will be able to do more backwards planning and data assessment to support the students in their academic growth. The performance task portion of the exam showed similar results as the CAT portion. The percentage of students across all grade levels exceeding standards remained low.
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. In all grades the average mean scale score decreased as well. This continues the trend seen that we are struggling with how we are supporting our students in their literacy development. In the 2024-2025 school year, Longwood wants to spend more time analyzing our data and common assessments so that we can be more targeted in the way we approach our lesson content.
3. In the areas measured by the Performance Task, Longwood students continued to struggle to perform above standard showing a decrease in each area. Those numbers reflected proportionally in the categories, respectively. In the current and upcoming school year, the Longwood teaching staff will need to discuss what efforts can be made to help the students experience more success on this exam so we can show our students are capable of performing the way we believe they can.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	71	66	0	68	66	0	65	65	0.0	95.8	100.0
Grade 4	91	76	82	0	73	82	0	73	82	0.0	96.1	100.0
Grade 5	82	84	75	0	78	74	0	78	74	0.0	92.9	98.7
Grade 6	77	57	80	0	52	79	0	52	79	0.0	91.2	98.8
All Grades	327	288	303	0	271	301	0	268	300	0.0	94.1	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2336.	2351.		1.54	0.00		12.31	15.38		13.85	27.69		72.31	56.92
Grade 4		2402.	2389.		4.11	4.88		12.33	9.76		31.51	26.83		52.05	58.54
Grade 5		2425.	2414.		5.13	9.46		7.69	6.76		24.36	12.16		62.82	71.62
Grade 6		2437.	2429.		1.92	2.53		9.62	5.06		23.08	24.05		65.38	68.35
All Grades	N/A	N/A	N/A		3.36	4.33		10.45	9.00		23.51	22.67		62.69	64.00

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.69	1.54		29.69	43.08		65.63	55.38
Grade 4		4.11	6.10		34.25	28.05		61.64	65.85
Grade 5		8.97	8.11		35.90	27.03		55.13	64.86
Grade 6		1.92	2.53		34.62	27.85		63.46	69.62
All Grades		5.24	4.67		33.71	31.00		61.05	64.33

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.23	4.62		26.15	38.46		64.62	56.92
Grade 4		6.85	6.10		36.99	37.80		56.16	56.10
Grade 5		5.13	4.05		38.46	28.38		56.41	67.57
Grade 6		1.92	0.00		36.54	41.77		61.54	58.23
All Grades		5.97	3.67		34.70	36.67		59.33	59.67

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.54	4.62		47.69	52.31		50.77	43.08
Grade 4		2.74	6.10		52.05	48.78		45.21	45.12
Grade 5		2.56	8.11		47.44	43.24		50.00	48.65
Grade 6		1.92	2.53		53.85	48.10		44.23	49.37
All Grades		2.24	5.33		50.00	48.00		47.76	46.67

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#### Conclusions based on this data:

- The math portion of the CAASPP exam proved to be difficult for the majority of our students. Similar to the ELA test, many of our students scored in the standard not met or standard nearly met range in the computer adaptive test (CAT) portion of the test. Of our students who took the CAT portion of the test, approximately 13% of students either met or exceeded the standards. In the performance task section, the results show that our students are still struggling to understand the concepts presented with only about 5 percent of our students exceeding the standards. Even with a year of practice taking the test, our students continued to find this exam a challenge for them. As we later mention in our goal sections, this school year Longwood hopes to increase the number of students meeting and exceeding standards on the CAASPP Math test by 5%. We feel like this is an achievable goal for the next school year.

We are looking forward to our students getting another opportunity to take this exam with another year of instruction to lean on. We are also trying to find more ways to motivate our students to do the best they can everytime they take the exam. Additionally, we hope increased attendance should support more positive results.

2. Although a majority of our scores were low, we did see some slight improvement in the overall mean scale score of our 3rd grade students. The remainder of our grade levels decreased in their scale score mean and in the amount of students meeting and exceeding standards. In order to better serve our students' academic needs, Longwood staff will need to really look at what foundational concepts we need to support our students with in order to accelerate learning growth. We are looking forward to increased data analysis and collaboration in the coming school year so we can support our students in helping them fill some of the gaps that are stopping them from making more growth.
3. In the sub-categories, the biggest highlight is that we had a higher percentage of students scoring in the above standard category for "Communicating Reasoning" in a all grade levels. This is something we can look at as a positive trend seeing that we saw the opposite in the other categories measured by the performance task portion of the test. With the work that our staff has put in, we are hoping that our scores will increase in all areas in the 2023-2024 school year.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		1400.8	1397.3		1411.8	1402.4		1375.0	1385.1	0	49	56
<b>1</b>	*	1426.8	1404.3	*	1447.3	1420.9	*	1405.8	1387.3	6	41	41
<b>2</b>	*	1466.5	1469.2	*	1482.1	1480.9	*	1450.3	1457.1	8	41	47
<b>3</b>	1499.3	1474.4	1473.6	1507.8	1487.2	1474.0	1490.2	1461.1	1472.5	43	37	38
<b>4</b>	1494.2	1500.1	1476.8	1500.7	1505.7	1479.7	1487.3	1494.0	1473.4	36	41	43
<b>5</b>	1521.5	1509.9	1505.0	1531.0	1516.1	1500.6	1511.6	1503.3	1509.0	35	28	39
<b>6</b>	1523.8	1507.7	1506.2	1535.6	1507.6	1516.4	1511.3	1507.1	1495.5	29	22	22
<b>All Grades</b>										157	259	286

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		6.12	16.07		32.65	25.00		34.69	32.14		26.53	26.79		49	56
<b>1</b>	*	0.00	2.44	*	21.95	17.07	*	51.22	36.59	*	26.83	43.90	*	41	41
<b>2</b>	*	9.76	8.51	*	39.02	42.55	*	36.59	31.91	*	14.63	17.02	*	41	47
<b>3</b>	18.92	10.81	5.26	43.24	27.03	34.21	29.73	35.14	26.32	8.11	27.03	34.21	37	37	38
<b>4</b>	17.14	12.20	4.65	31.43	46.34	27.91	37.14	24.39	34.88	14.29	17.07	32.56	35	41	43
<b>5</b>	12.12	14.29	15.38	42.42	39.29	33.33	42.42	28.57	35.90	3.03	17.86	15.38	33	28	39
<b>6</b>	19.23	4.55	9.09	42.31	36.36	27.27	26.92	45.45	31.82	11.54	13.64	31.82	26	22	22
<b>All Grades</b>	18.62	8.11	9.09	40.00	34.36	29.72	33.10	36.29	32.87	8.28	21.24	28.32	145	259	286

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		8.16	12.50		32.65	28.57		30.61	32.14		28.57	26.79		49	56
<b>1</b>	*	21.95	9.76	*	19.51	29.27	*	43.90	31.71	*	14.63	29.27	*	41	41
<b>2</b>	*	36.59	27.66	*	31.71	36.17	*	17.07	23.40	*	14.63	12.77	*	41	47
<b>3</b>	43.24	21.62	18.42	37.84	48.65	42.11	13.51	18.92	21.05	5.41	10.81	18.42	37	37	38
<b>4</b>	42.86	39.02	25.58	28.57	39.02	34.88	14.29	12.20	23.26	14.29	9.76	16.28	35	41	43
<b>5</b>	51.52	42.86	20.51	42.42	32.14	51.28	3.03	17.86	17.95	3.03	7.14	10.26	33	28	39
<b>6</b>	38.46	31.82	27.27	50.00	36.36	31.82	7.69	22.73	22.73	3.85	9.09	18.18	26	22	22
<b>All Grades</b>	44.83	27.41	19.58	38.62	33.98	36.01	10.34	23.94	25.17	6.21	14.67	19.23	145	259	286

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		2.04	7.14		22.45	23.21		53.06	44.64		22.45	25.00		49	56
<b>1</b>	*	0.00	0.00	*	7.32	17.07	*	31.71	17.07	*	60.98	65.85	*	41	41
<b>2</b>	*	2.44	8.51	*	26.83	27.66	*	34.15	27.66	*	36.59	36.17	*	41	47
<b>3</b>	5.41	0.00	2.63	27.03	21.62	21.05	40.54	32.43	28.95	27.03	45.95	47.37	37	37	38
<b>4</b>	0.00	0.00	0.00	25.71	31.71	13.95	28.57	39.02	25.58	45.71	29.27	60.47	35	41	43
<b>5</b>	3.03	10.71	7.69	12.12	7.14	12.82	60.61	46.43	43.59	24.24	35.71	35.90	33	28	39
<b>6</b>	0.00	0.00	0.00	23.08	9.09	9.09	38.46	63.64	36.36	38.46	27.27	54.55	26	22	22
<b>All Grades</b>	4.83	1.93	4.20	25.52	19.31	18.88	39.31	41.70	32.17	30.34	37.07	44.76	145	259	286

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		10.20	12.50		65.31	60.71		24.49	26.79		49	56
<b>1</b>	*	17.07	14.63	*	65.85	63.41	*	17.07	21.95	*	41	41
<b>2</b>	*	14.63	14.89	*	65.85	74.47	*	19.51	10.64	*	41	47
<b>3</b>	25.00	16.22	13.16	58.33	64.86	47.37	16.67	18.92	39.47	36	37	38
<b>4</b>	26.47	31.71	13.95	55.88	56.10	55.81	17.65	12.20	30.23	34	41	43
<b>5</b>	15.63	7.14	10.26	78.13	75.00	74.36	6.25	17.86	15.38	32	28	39
<b>6</b>	12.50	4.55	9.09	70.83	72.73	59.09	16.67	22.73	31.82	24	22	22
<b>All Grades</b>	22.86	15.44	12.94	63.57	65.64	62.59	13.57	18.92	24.48	140	259	286

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		26.53	17.86		44.90	48.21		28.57	33.93		49	56
<b>1</b>	*	31.71	14.63	*	46.34	51.22	*	21.95	34.15	*	41	41
<b>2</b>	*	58.54	53.19	*	26.83	38.30	*	14.63	8.51	*	41	47
<b>3</b>	64.86	51.35	31.58	29.73	40.54	55.26	5.41	8.11	13.16	37	37	38
<b>4</b>	71.43	51.22	34.88	14.29	36.59	48.84	14.29	12.20	16.28	35	41	43
<b>5</b>	81.82	71.43	58.97	15.15	17.86	30.77	3.03	10.71	10.26	33	28	39
<b>6</b>	88.00	54.55	45.45	8.00	36.36	40.91	4.00	9.09	13.64	25	22	22
<b>All Grades</b>	76.39	47.10	35.31	17.36	36.68	45.10	6.25	16.22	19.58	144	259	286

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		2.04	10.71		71.43	60.71		26.53	28.57		49	56
<b>1</b>	*	0.00	7.32	*	41.46	24.39	*	58.54	68.29	*	41	41
<b>2</b>	*	0.00	10.64	*	70.73	48.94	*	29.27	40.43	*	41	47
<b>3</b>	2.78	0.00	2.63	58.33	43.24	39.47	38.89	56.76	57.89	36	37	38
<b>4</b>	0.00	0.00	0.00	51.43	56.10	30.23	48.57	43.90	69.77	35	41	43
<b>5</b>	3.23	7.14	7.69	61.29	46.43	51.28	35.48	46.43	41.03	31	28	39
<b>6</b>	0.00	0.00	0.00	42.31	18.18	13.64	57.69	81.82	86.36	26	22	22
<b>All Grades</b>	6.34	1.16	6.29	53.52	52.90	41.26	40.14	45.95	52.45	142	259	286

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		16.33	32.14		65.31	41.07		18.37	26.79		49	56
<b>1</b>	*	0.00	0.00	*	51.22	51.22	*	48.78	48.78	*	41	41
<b>2</b>	*	10.00	10.87	*	50.00	56.52	*	40.00	32.61	*	40	46
<b>3</b>	16.22	10.81	13.16	67.57	54.05	52.63	16.22	35.14	34.21	37	37	38
<b>4</b>	5.88	12.20	4.65	52.94	63.41	46.51	41.18	24.39	48.84	34	41	43
<b>5</b>	12.50	7.14	15.38	68.75	64.29	56.41	18.75	28.57	28.21	32	28	39
<b>6</b>	7.69	9.09	4.55	80.77	77.27	77.27	11.54	13.64	18.18	26	22	22
<b>All Grades</b>	11.89	9.69	12.98	67.83	59.69	52.28	20.28	30.62	34.74	143	258	285

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Overall, it was encouraging to see that we had an increase of students testing at level 4 from the previous year. We saw growth in this area from students in grades kindergarten, 1st, 5th and 6th grades. Hopefully these scores help those same students reclassify this school year, when combined with their CAASPP scores. Similarly growth was seen in several areas and domains such as written language and reading domains. There is still much work to do, but it seems that in some areas we are making progress. The actual number of EL students increased this year as well from 258 to 285 students. That is 27 more students from one year to the next. Equivalent to a whole cohort of students. However, this only encourages us to support our students even more to make the proficiency gains necessary to eventually reach the level of reclassification. With continued work, we'll reach our goal of reclassifying 10% of our EL students every year.
- Although there is data to encourage us, there is also data that suggests areas of improvement. For example, many of our students scored in the "well developed" range in the speaking domain at just over 35%, however, that is a 12 percentage point drop from the previous year. There are many other areas that show similar struggles. This year with a more consistent ELD time, we are hoping that these scores can improve and return to previous successful levels.

3. To support growth in these areas Longwood has continued to implement a designated ELD time for all English Learners. Additionally, we've set up small group interventions for our newcomers students so they can get targeted language support throughout the year. Longwood staff will continue to discuss other methods of support to implement so we can see our English Learners flourish.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>532</b>	<b>78.2</b>	<b>52.3</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Longwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	278	52.3
Foster Youth		
Homeless	21	3.9
Socioeconomically Disadvantaged	416	78.2
Students with Disabilities	54	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.1
Asian	28	5.3
Filipino	19	3.6
Hispanic	428	80.5
Two or More Races	14	2.6
Pacific Islander	9	1.7
White	12	2.3

### 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 over 80%. Our other subgroups

round out the remaining 20% pretty evenly with a little over 4% and 5% for both our African American and Asian population, respectively. 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 78.2%. 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 10.2% 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 qualification 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. We are excited to see our student population and total enrollment remaining steady over the past couple of years. This kind of stability provides piece of mind for teachers and staff and supports us in deeping our work together. Similarly, it is helpful having a student population that is consistent because we have a better idea of which students and families need a certain type of support. It also helps us keep certain supports in place for returning students and expand services and resources for new students. We hope that in the 24-25 school year these trends of enrollment will continue.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. 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. It is also very important for us to support our English Learners make progress toward reclassification. At this time in all three of these areas we are not making adequate progress respective to our goals. Continued support through various methods should help us improve our marks.

The overall data from the dashboard suggests that Longwood is struggling academically. This school year, we have seen more consistency with our attendance so we are hoping that translates to academic growth. We have also been working to increase the amount of opportunities offered to the students to encourage them to come to school regularly.

With regard to behavior and suspension, we saw an increase with regard to suspendable incidents. Students had a hard time interacting with one another and many challenges that stemmed from the use of social media apps outside of school. This school year, we have continued to work with our students with regard to behavior expectations, but students are still working on their interpersonal skills and making safe and positive choices.

2. Our suspensions increased slightly in the past year. Suspensions occur when a student commits an act that violates an education code violation. Although we have tried to support students through restorative practices, unfortunately, some students have struggled with decision making in regard to their behavior and we have had to make the difficult decision to suspend them. We investigate every situation thoroughly prior to making the decision to remove a student from school for any period of time.

The fact that we have suspended 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 unsafe behaviors. We will also continue to be vigilant about behaviors that are unacceptable and hold a strong line at our school for such behaviors. We will continue to utilize various interventions to support students in making the most positive choice for themselves.

3. Lastly, our chronic absenteeism is a big concern. However, we made progress in this area. We went from red to yellow in one year. This shows that students are attending school more regularly. Despite this increase, we want to continue to improve our attendance. 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.

# School and Student Performance Data

## Academic Performance English Language Arts

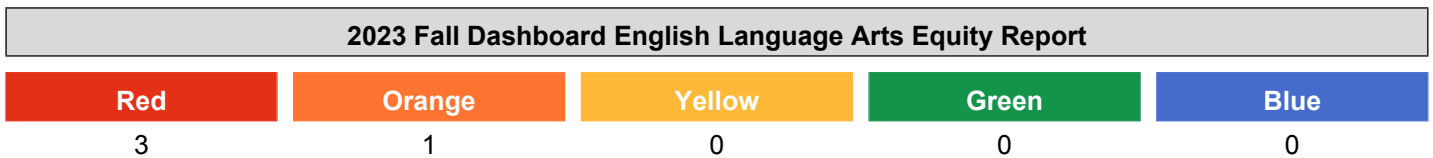
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Red 84.1 points below standard Decreased -13.2 points 289 Students	<b>English Learners</b>  Red 100.8 points below standard Decreased Significantly -24.4 points 178 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Red 90 points below standard Decreased -6.8 points 238 Students	<b>Students with Disabilities</b>  Orange 141.1 points below standard Increased Significantly +22.9 points 35 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>80.6 points below standard</p> <p>Increased Significantly +111.3 points</p> <p>12 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>21.8 points below standard</p> <p>Decreased Significantly - 45.8 points</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>90.5 points below standard</p> <p>Decreased -14.9 points</p> <p>236 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>125.8 points below standard</p> <p>Decreased -10.4 points</p> <p>130 Students</p>	<p>32.8 points below standard</p> <p>Decreased Significantly -39.6 points</p> <p>48 Students</p>	<p>75.9 points below standard</p> <p>Increased Significantly +15 points</p> <p>88 Students</p>

**Conclusions based on this data:**

1. It is clear to see that the data from our ELA CAASPP test is not where we would like it to be. We have a lot of growth to make. We will continue to work in the classroom, as well as, through intervention practices to improve our scores in this area.
2. The majority of our data shows that we more or less maintained similar results from the previous year with a few positive highlights. First and very encouraging, our African American student population increased their performance level by 111.3 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 Students with disabilities increased their average scale score by 22.9 points. We can feel happy that we helped these populations increase in their performance.
3. The remainder of our subgroups mostly maintained or had a decline in performance level with the exception of our English Only students who made an increase of 15 points. Longwood certainly has a lot of work to do. 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

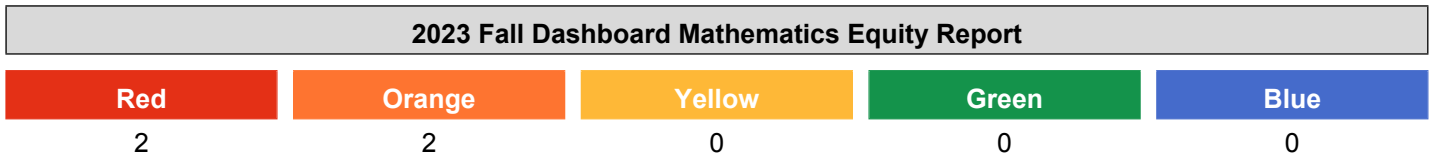
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"><th>All Students</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #d9e1f2;"><td>101.6 points below standard</td></tr> <tr><td>Decreased -3.2 points</td></tr> <tr><td>287 Students</td></tr> </tbody> </table>	All Students	 Red	101.6 points below standard	Decreased -3.2 points	287 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"><th>English Learners</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #d9e1f2;"><td>110.6 points below standard</td></tr> <tr><td>Decreased -9.4 points</td></tr> <tr><td>178 Students</td></tr> </tbody> </table>	English Learners	 Red	110.6 points below standard	Decreased -9.4 points	178 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"><th>Foster Youth</th></tr> </thead> <tbody> <tr><td>Less than 11 Students</td></tr> <tr><td>2 Students</td></tr> </tbody> </table>	Foster Youth	Less than 11 Students	2 Students
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35 Students															

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>171.5 points below standard</p> <p>Increased Significantly +24.6 points</p> <p>12 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>34.8 points below standard</p> <p>Decreased -7.8 points</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>103.5 points below standard</p> <p>Maintained -0.5 points</p> <p>236 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>129.7 points below standard</p> <p>Maintained -2.3 points</p> <p>130 Students</p>	<p>58.8 points below standard</p> <p>Decreased -11.9 points</p> <p>48 Students</p>	<p>102.3 points below standard</p> <p>Increased Significantly +15.3 points</p> <p>86 Students</p>

#### Conclusions based on this data:

- It is clear to see that the data from our Math CAASPP test is not where we would like it to be. We have a lot of growth to make. We will continue to work in the classroom, as well as, through intervention practices to improve our scores in this area. Overall, we decreased our average raw points score by 3.2 points. Similar decreases were seen in our subgroup of English Learners. However, our socioeconomically disadvantaged group and students with disabilities increased by 4.8 and 53.8 points, respectively. Hopefully, we can continue the positive trends in these groups and our other significant subgroups.
- When looking at our performance by ethnicity, there were mixed results. Our African American students increased their average performance by 24.6 points. This was, by far, the biggest increase of any group by ethnicity. Our Asian population decreased by 7.8 points and our Latinx group maintained performance from the previous year with a slight decrease of 0.5 points. With respect to our English Learner population, our current EL students maintained with a slight decrease of 2.3 points. However, our Reclassified EL students decreased by 11.9 points, while our English Only students increased by 15.3 points.
- Although we see mixed results in all areas mathematically, we need to make a more focused approach in supporting our students with grade level content and material. It is clear from the data that they are struggling to understand how to apply the concepts they are learning in class with respect to this exam. With continued work and a strong focus on data analysis, we are hoping to make more progress in future school years.

# School and Student Performance Data

## Academic Performance English Learner Progress

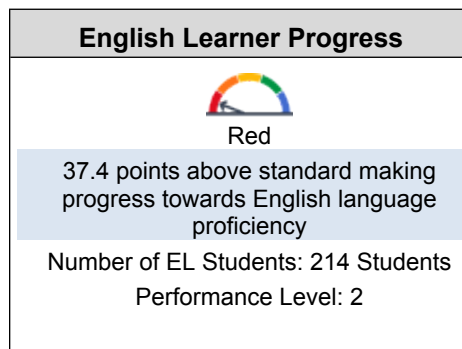
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
43	91	0	80

#### Conclusions based on this data:

1. Longwood continues to find ways to support its English Learners. Almost half of our total student population classifies as an English Learner and working with these students is one of our main priorities. Many of our EL students grew at least one ELPI level last year. We were able to reclassify many of our English Learners as Fluent English Proficient. Conversely, we did see several students decrease an ELPI level, which is a concern for us. We have seen an influx of newcomer students this year from many different countries. Longwood looks forward to supporting these students with their English acquisition, as well as, their overall academic progress.
2. 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.
3. 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. 43 students decreased one ELPI level, while 91 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 51.8% Chronically Absent Declined Significantly -8.6 556 Students	 Yellow 52.5% Chronically Absent Declined Significantly -11.8 316 Students	Less than 11 Students 5 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
63.6% Chronically Absent Declined -18.2 33 Students	 Yellow 54% Chronically Absent Declined Significantly -9.7 454 Students	 Orange 62.5% Chronically Absent Declined -7.8 72 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
45.8% Chronically Absent Declined -25.6 24 Students	Less than 11 Students 1 Student	 Red 33.3% Chronically Absent Increased 1 30 Students	42.1% Chronically Absent Declined -2.3 19 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 51.6% Chronically Absent Declined Significantly -10.9 446 Students	71.4% Chronically Absent Maintained 0 14 Students	Less than 11 Students 10 Students	83.3% Chronically Absent 0 12 Students

**Conclusions based on this data:**

1. Although the attendance data may seem to be discouraging, Longwood has actually made significant increases in our attendance from one year to the next. For example, we went from having 60.4% of all students chronically absent in 2022 to having 51.8% in 2023. That is an increase of overall attendance by almost 9%. As you will see from the data above, we made similar declines in chronically absent students across all student groups. The numbers for our students by ethnicity shows similar trends, with our African American students declining in their chronic absenteeism by more than 25%. Attendance is so important and we will continue to make it a focal point in our work.
2. These trends are increasingly positive seeing that our enrollment has held steady over the last couple of years. We are hoping that we will continue to grow in enrollment and attendance so that our school can make positive growth in all our academic areas.
3. We continue to support our families by making daily phone calls for absences and holding meetings for families that are chronically absent. In the coming year, we hope to continue the positive attendance trends by continuing our communication with families and making sure we support them with ways to get their kids to school. We are also continuing to bring different experiences to Longwood so encourage students to come so they don't miss out on these events.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

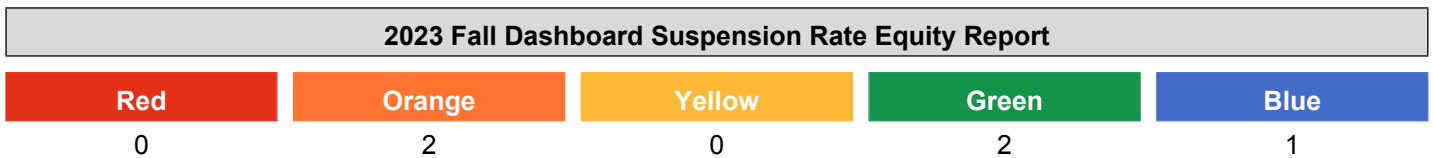
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.2% suspended at least one day</td> </tr> <tr> <td>Increased 0.5 564 Students</td> </tr> </tbody> </table>	All Students	 Orange	3.2% suspended at least one day	Increased 0.5 564 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Declined -0.4 322 Students</td> </tr> </tbody> </table>	English Learners	 Green	0.6% suspended at least one day	Declined -0.4 322 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 34 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	Maintained 0 34 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.8% suspended at least one day</td> </tr> <tr> <td>Increased 0.7 459 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	2.8% suspended at least one day	Increased 0.7 459 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.4% suspended at least one day</td> </tr> <tr> <td>Declined -4.6 73 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	1.4% suspended at least one day	Declined -4.6 73 Students
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Declined -4.6 73 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>16.7% suspended at least one day</p> <p>Declined -2.4</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"></p> <p align="center">Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0</p> <p>32 Students</p>	<p>5% suspended at least one day</p> <p>Declined -6.1</p> <p>20 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.3</p> <p>451 Students</p>	<p>14.3% suspended at least one day</p> <p>Increased 14.3</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>

**Conclusions based on this data:**

- Our overall suspensions increased by half a percent last year. When looking at our suspendable incidents, we are suspending students only if they have demonstrated a clear violation of education code. If there is a gray area, or an opportunity to support students in a less punitive way, we are utilizing those options first. Unfortunately, some of our students have made poor choices and in these extreme cases, we felt suspension was warranted. One highlight from this data is that, when looking at our students by ethnicity, we were able to decline the amount of suspension from both our African American and Filipino populations. We hope to continue these trends amongst all students and student groups in future years.
- As we look to support our students with their behaviors, we have implemented several strategies by combining previous work we've done with our PBIS systems and our Restorative Justice work. Some of these include working on schoolwide language models to help students through conflicts and our behavior incentive systems.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Language and Literacy**

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

Reflections on the CAASPP data was shown in an earlier section. Longwood School hopes to continue to make gains on the 2024 CAASPP administration comparatively with the 2023 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 2023 results.

Longwood will be using the following data to measure student achievement

- 2023-2024 school year CAASPP test results
- Formal and informal teacher created assessments
- Our K-2 Common Core assessment binder will provide guidance and data for our younger grades and help us steer our early literacy efforts. Beginning of the year diagnostic data will also help us see what skills students are entering the school year with.
- Growth made through our Fountas and Pinnell and/or Fastbridge reading assessments.

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Utilize Fountas and Pinnell and/or Fastbridge Reading Assessments to measure student improvement in reading fluency and comprehension.	Baseline data will need to be collected at the beginning of the school year.	By the end of the 2024-2025 school year, at least 50% of the student population will read at or above grade level as measured by the F&P and/or Fastbridge end of year test.
Utilize Lexia to support students in individual student literacy skills.	Baseline data will be compiled at the beginning of the school year as teachers place students at their proper level.	By the end of the 2024-2025 school year all students enrolled in Lexia will make progress in the Lexia program based on their original placement. Through regular classroom use and intervention strategies 40% of primary students will read at grade level based on the Fastbridge screener.
Improved achievement on the 2024 CAASPP examination	Longwood currently has 20.2% of the total student population scoring at the levels of Standard Met or Standard Exceeded.	By the 2024 CAASPP administration Longwood will increase the number of students scoring at Standard Met or Standard Exceeded by 5 percentage points.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Teachers at each grade level will use the Common Core Instructional Framework and the new Benchmark curriculum to collaboratively design and implement ELA/SLA lessons and strategies. Teachers will determine which standards to focus lesson planning on based on pacing guides and unit maps provided by the district in conjunction with student achievement results. Benchmark data based on CAASPP and Fountas and Pinnell. and Fastbridge reading assessments will be collected and used to determine the next steps in the implementation of Common Core Standards.</p> <p>We will use student data from formal and informal assessments to determine students that would benefit from:</p> <ul style="list-style-type: none"> <li>• Tier 1 intervention groups (within classroom)</li> <li>• Use of COST team results in order to plan for next steps for individual students with both academic and emotional needs .</li> <li>• Use of software programs Lexia and RAZ kids to support student learning at their individual academic levels.</li> <li>• 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.</li> </ul>	<p>Longwood will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p>	<p>31,163 Title I</p> <p>Bilingual Para Educator 1 10,500 Comprehensive Support and Improvement (CSI)</p> <p>Lexia Core 5 Software Program 31,163 Comprehensive Support and Improvement (CSI)</p> <p>Bilingual Para Educator 2 1,000 LCFF Supplemental and Concentration Funds</p> <p>School Library Book Fund 4,500 Comprehensive Support and Improvement (CSI)</p> <p>Classroom Library Book Fund 473.49 Title I</p> <p>Materials and Supplies 2,340 Comprehensive Support and Improvement (CSI)</p> <p>Half-Day Collaboration 1,539 LCFF Supplemental and Concentration Funds</p> <p>Materials and Supplies</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Overall, we implemented the strategies and activities that we committed to for the 23-24 school year. Although the results didn't yield exactly what we were hoping for, we do think that we have supported our students in being in a better place physically and emotionally. As we set that baseline, we are confident that this will support the transition to

increased academic achievement. Our Bilingual Paraeducator kept a full schedule serving more than 100 students on a weekly basis. Similarly, our Lexia program we purchased was used by teachers both in class and during after school intervention to support students with their fundamental reading skills. We also stocked up on books for our school so teachers could find titles that encouraged students to continue reading. In response to our goals, we were unable to meet our first and third goal. These will likely carryover into the 24-25 school year. Our Lexia goal we implemented to the best of our ability and students made progress in that area.

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

We were able to implement all aspects of what we budgeted for this school year. We had one small change in that not all grade levels were able to receive after school intervention due to a lack of teachers able to teach an extra class. Therefore our kindergarten and 1st grade students were unable to receive this support, however, the first grade students did have support from in school intervention classes provided by our Bilingual Paraeducator and ELL/Intervention teacher.

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 the 2024-2025 school year, we will be adding another Bilingual Para Educator so we can conduct more in-school intervention. Additionally, we are adding Half Day Collaboration sessions for teachers to collaborate and backwards map the standards and lessons they want to teach for each trimester.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Mathematics**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the 2023-2024 school year Longwood will continue to implement the Common Core State Standards. This is a goal we work on every school year. Our school wide goal for the 2024-2025 school year is to have all students show mastery or growth toward mastery in all mathematics standards. We hope that students can make an improvement from their current scoring level to the next scoring level (ex. from Standard Not Met to Standard Nearly Met). We are also hopeful that students will make progress in their current classification even if they don't reach the next level of mastery. Teachers will give formative and summative assessments to guide instruction and planning. The Instructional Leadership Team and grade level professional learning communities will use the data from assessments administered to create manageable incremental data growth and grade level goals based on the learning trends of the students. Students will learn by using current project based strategies, as well as, focus more on depth rather than breadth of concepts.

Reflections on the CAASPP data was shown in an earlier section. For next school year, we will again be able to use CAASPP data as an indicator of growth as we administered the exam in the Spring of 2024. 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 2024 CAASPP administration comparatively with the 2023 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 2023 results.

The CAASPP results from the previous year showed that math mastery is a challenge for our students. Our math program continues to be implemented by means of the district adopted curriculum, while teachers are also finding supplemental materials to aid in student achievement. One large support factor continues to be our Saturday Math Academy program where volunteers hold virtual tutoring sessions 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 2024-2025 school year and hope that we can hold the sessions in person.

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

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved achievement on the 2022 CAASPP examination	Longwood currently has 13.33% of the total student population scoring at the levels of Standard Met or Standard Exceeded.	By the 2024 CAASPP administration Longwood will increase the number of students scoring at Standard Met or Standard Exceeded by 5 percentage points.
Students matriculating up to the following grade level will be prepared for new grade level concepts.	Baseline data to be collected in the fall	By the end of the 2024-2025 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 2025, 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.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>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.</p> <p>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.</p> <p>We will use student data from formal and informal assessments to determine students that would benefit from:</p> <ul style="list-style-type: none"> <li>Tier 1 intervention groups (within classroom)</li> <li>Use of COST team results in order to plan for next steps for individual students</li> <li>Saturday Math Academy Tutoring Program</li> </ul>	Longwood students will have opportunities to engage with math content through traditional and multidisciplinary ways.	<p>2,340 Comprehensive Support and Improvement (CSI)</p> <p>Half Day Collaboration 418.49 Comprehensive Support and Improvement (CSI)</p> <p>Materials and Supplies 1,539 LCFF Supplemental and Concentration Funds</p> <p>Materials and Supplies</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We were able to implement all of the strategies and activities indicated in last year's plan. All expenditures were utilized as intended. We were able to get about 25 students to consistently attend the Saturday Math Academy sessions as that support was offered virtually for our students. I would anticipate more participation if we moved back to an in person model. When we did that, we averaged close to 60 students per session. Unfortunately, this is a free support offered by a non-profit group and we do not determine the parameters of how they operate their program. Additionally, our staff engaged in professional development with consultants from STEM4Real. Although we gained some wonderful insight throughout the year, it was difficult to get all teachers to utilize the strategies with fidelity for a variety of reasons. Even though we were able to gain some meaningful knowledge and useful strategies, we found it difficult to get the program rolling at full capacity.

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 differences in what we intended and what was implemented.

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.

Seeing that we didn't meet our CAASPP goal, we will be making more changes next year. Instead of outsourcing professional development, we are going to lean more on our own folks and have a heavier focus on data analysis and backwards mapping. We are hoping that by looking closer at our students' work and reflecting more intently on our practice, we can boost achievement for all of our students.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- English Language Development**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.



Longwood will be focused on reducing the number of Long Term English Learners by 25%. 52% of our student population is English Language Learners. Of our 273 ELs, 14 are Long Term English Learners. 173 ELs are in primary grades (TK- 3), while 100 are in intermediate grades (4-6) . Additionally, the number of students making adequate progress towards English proficiency at Longwood School will increase by 15%. Longwood is committed to working to reclassify at least 10% of its English Learner population annually, primarily in grades 3 -6.

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

- ELPAC scores from Spring 2024
- CAASPP scores from Spring 2024
- Informal local assessments(Benchmark and/or F&P) and Systematic ELD unit tests
- Report Card marks in ELA
- AMAO reports
- Illuminate Reports on Language Proficiency
- Growth as reflected in technology programs that we use at Longwood

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

From 2023 until present, Longwood reclassified 24 students as Fluent English Proficient, in grades 1-6. This means Longwood did not meet the goal of reclassifying at least 10% of its English Learner population. We reclassified approximately 8.8% of our EL student population. We are confident that we will be able to reach our reclassification goals with our 2024 ELPAC and 2024 CAASPP administrations. Longwood has 14 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. In grades 4-6 alone, we have had 20 newcomers enter Longwood School in the last 2 years.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Longwood will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.</p> <p>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 offer:</p> <ul style="list-style-type: none"> <li>• Daily, documented English Language Development (minimum of 45 minutes daily; 30 minutes daily for kinder)</li> <li>• District approved instructional materials used for ELD and primary language instruction/support</li> <li>• Use the strategy of integrated ELD with ongoing monitoring of various techniques and multiple opportunities for students to speak/use language via the 80/20 Bilingual alternative model and SEI classes</li> </ul> <p>The monitoring process will/may include:</p> <ul style="list-style-type: none"> <li>• Annual ELPAC test in Spring</li> <li>• ELD Unit tests</li> <li>• Curriculum embedded assessments</li> <li>• EL Monitoring process through the ELD Report Card (Catch Up Plans)</li> <li>• COST meetings</li> <li>• LRTs (Language Review Teams)</li> <li>• Targeted Intervention for Long Term and Newcomer English Learners</li> </ul>	Create ongoing supports for all English Learners at Longwood	<p>31,163.51 Title I</p> <p>Bilingual Para Educator 1 31,163.51 Comprehensive Support and Improvement (CSI)</p> <p>Bilingual Para Educator 2</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Over the course of the 2023-2024 school year, we were able to implement all strategies indicated in the prior year's SPSA. We utilized our Bilingual Paraeducator and our Intervention teacher to support many of our EL students with targeted literacy intervention. We began our designated ELD time early in the school year and have been consistent with it. Additionally, we have seen our newcomer students regularly in small groups to give them more support with language acquisition. A majority of our second language learners come from Spanish speaking countries. However,

over the past two years we have received more students who's first language is one other than Spanish. This has been a challenging and exciting development as we are getting to support more students from all over the world.

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

All budgeted expenditures we utilized as planned and intended.

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

Next year we are adding another Bilingual Paraeducator to do more in-school interventions. This will help us continue with intervention classes when the time for ELPAC testing comes around. We are hoping this extra support will provide more opportunities for students who need the extra support but have a hard time staying after school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

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

This year, Longwood has produced a school musical that the students perform for their fellow schoolmates and the community at-large. Additionally, we hosted an Art Show during our Open House that displays the visual art students have created in class. Over the past two years, Longwood SSC has funded supplies for art projects. This is something we will be expanding in the 2024-2025 school year with the hope that students will continue to explore their creative side.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Art Projects for each grade level	This will be our first year with this metric.	Students will be able to complete and display art projects monthly using the allotted funding.
School Musical Production	We are producing a musical production in the 2024-2025 school year. This will be our third year producing a musical.	In the spring of 2025, Longwood will produce a school musical production the students will perform in.
School Talent Show	Continue supporting a school talent show.	In the spring of 2025, students will have the opportunity to perform in a Talent Show.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>With the support of our teachers and staff, Longwood will create a variety of opportunities for our students to participate in VAPA activities. Some assignments will be a part of the class environment and some opportunities will be voluntary and provided as after school VAPA enrichment.</p> <p>Longwood will have ongoing art projects throughout the school year and will provide opportunities for performing arts via the school musical and talent show in the spring. Additionally, Longwood hosts choir and instrumental music concerts twice a year.</p>	Longwood will promote arts integration by [hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc.]	<p>10,000 LCFF Supplemental and Concentration Funds</p> <p>School Musical Production 9,200 LCFF Supplemental and Concentration Funds</p> <p>Arts Education Materials and Supplies Fund</p>
4.2	In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan.	All Students	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Longwood was able to implement all the goals that were set forth for the 2023-2024 school year. A musical production of "The Jungle Book" was produced and performed. Students consistently participated in a variety of visual art projects throughout the year. The Longwood Art Show was presented during Open House. We look forward to continuing to support our students with these opportunities.

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

All intended funds were allocated as described.

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

The main changes for next school year is the amount of funding being provided. Both the musical and art supply funds have been increased to offer more opportunities for our students to experience.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

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

- Review suspension/ expulsion data at Restorative Justice Committee, School Safety Committee, and staff meetings
- Review bullying/ intimidation referral data at the Restorative Justice Committee, School Safety Committee, and staff meetings
- Develop action plans using the Cycle of Inquiry in an attempt to create an inclusive, pro-social learning environment for all students.
- Utilize common lesson plans to allow teachers to explicitly teach expected behaviors in the first 15 days of school.
- Professional development day prior to the start of the school year and throughout the year for all staff on the implementation of the Positive Behavior Incentive System (PBIS), restorative conversations and community circles.
- Kickoff activities at the start of the academic year to ensure all staff, students, and parents are made aware of the behavior expectations in all areas of the school . Also, utilized mid- year "Reboot Assembly" to remind students of desired behaviors and expectations.

In the 2023-2024 school year we still see a number of peer conflicts. Students are still working to express themselves in appropriate ways and finding solutions to problems they face. Additionally, this school year, we continued to deal with challenges as it pertains to social media. Students would cause harm on social media at home, then bring those challenges to school. These are topics we will be addressing in a more direct fashion in the coming year. Although we have utilized In-school suspension for some students with more extreme behaviors, we did our best to try and keep students in school by implementing our PBIS policies, using restorative practices, and having kids engage in peer conflict resolution. These strategies certainly help. While Longwood still has a lot of growth to make to ensure that our students are behaving the ways we would like them to all the time, the fact that we are decreasing the number of extreme behavioral challenges is a step in the right direction.

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Longwood School will continue to implement different ways to regularly celebrate positive behavior:</p> <ul style="list-style-type: none"> <li>• PRIDE Alert / Red Alert system</li> <li>• Monthly acknowledgement for positive attendance and behavior</li> <li>• School Musical Performance</li> <li>• Awards assemblies each trimester for academics and citizenship</li> <li>• Assemblies with Community Partners</li> <li>• Monday morning announcements and PRIDE Alert prize winners</li> <li>• PRIDE Paw raffle winners</li> <li>• Ally Weeks / Months</li> <li>• Community involvement through Read-in events</li> <li>• Literacy Night</li> <li>• School Art Show</li> <li>• STEAM Night (Science Fair)</li> <li>• Talent Show</li> <li>• Lunchtime soccer tournament/ Intramural Flag Football</li> <li>• School Concerts for both vocal and instrumental music</li> <li>• Field Day</li> <li>• Garden Club</li> <li>• Spirit Week</li> <li>• Student Council</li> </ul> <p>In addition, Longwood has implemented many elements of our Positive Behavior and Intervention System (PBIS). This will help us with our discipline system as it is founded on celebrating positive behaviors instead of having to be reactionary to negative behaviors. We also</p>	<p>Longwood will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices in our attempts to improve student behavior outcomes.</p>	<p>8,000 LCFF Supplemental and Concentration Funds</p> <p>Bringing Experiences to Longwood 14,000 LCFF Supplemental and Concentration Funds</p> <p>Study Trip Fund 7,000 Comprehensive Support and Improvement (CSI)</p> <p>Conference Registration for Teachers</p>

	<p>continued our Restorative Justice Committee that will work in conjunction with our PBIS strategies. Additionally, we will be bringing different assemblies and speakers to Longwood next year (to be determined). We are also allocating funds to support study trips that are sure to get the students excited about being in school.</p> <p>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.</p>		
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# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Overall, our school culture and climate continues to grow. Longwood has attempted to continue to bring different cultural and academic experiences for our students throughout the year. We have hosted three Community Read-Ins and had assemblies to keep the students excited about coming to school. Our study trip funds were heavily utilized and our students visited many interesting places throughout the Bay Area including the Rosicrucian Egyptian Museum, the San Jose Children's Museum, and the Oakland Zoo. We have also held our behavior expectations assemblies at the beginning and middle of the school year. Throughout these various events, the students appeared to really enjoy all the different experiences they had. We look forward to continuing to provide these different experiences in the school year to come.

Although we have provided our students with these opportunities, we are not without our challenges. We still regularly have students who are in need of behavioral, mental and emotional support. Due to peer conflicts, we are holding restorative circles daily and trying to help teachers become more knowledgeable on how they can support their students both inside and outside the class. We have had to suspend students for violating education code and have tried to support these students and their families as they grapple with making better choices.

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

All funds allocated for this area has been spent as intended.

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 2024-2025 school year, we are going to continue with much of the goals and intentions as this year. We will be expanding some of our opportunities by funding them at a higher level. We are hoping that this investment will continue to inspire our students to come to school and show their Lion Pride.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Relationship-Centered Schools -- Parent Engagement**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We would like to continue strengthening our Family Center. We will have to create a more concrete plan about how to utilize this space now that all COVID restrictions have been essentially lifted. Our primary objective is to maintain continued family involvement, and the Family Center will continue to organize workshops and programs to assist parents in finding the most effective ways to support their children.

During the 2023-2024 school year, we noticed an increase in the number of students who required assistance with basic needs such as food, clothing, and shelter. To address this issue, our Family Engagement Specialist has been working closely with these families to provide them with support. In addition to this, we are also developing a plan to offer more opportunities for parent learning, such as family workshops and access to district parent classes. We intend to recognize and appreciate families who support their students and the school, and we will explore different ways for families to get involved.

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

The district received a Community Schools grant from the state of California. A portion of this grant will be used to fund a Community Schools Specialist who will provide support to the COST team and assist FES in locating and implementing community resources for families. We are eagerly anticipating the positive impact this position will have on the school over the course of a full school year.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>Longwood School is dedicated to not only increase parent participation at school events, but also work hand in hand with parents and other community members in order to successfully host the following activities in the coming school year:</p> <ul style="list-style-type: none"> <li>• Parent Education classes</li> <li>• Alameda County Food Bank Free Food Distribution</li> <li>• Ally Weeks</li> <li>• Literacy Night</li> <li>• Art Show</li> <li>• Volunteer opportunities</li> <li>• Family Science Night</li> <li>• Lunchtime soccer</li> <li>• Science Fair</li> <li>• SSC meetings</li> <li>• Monthly ELAC meetings</li> <li>• Back to School Night</li> <li>• Open House</li> <li>• Awards Assemblies</li> <li>• Increased health education</li> <li>• Coffee with the Principal meetings</li> </ul> <p>We are planning to use the following measures to communicate with families about events and support for students at Longwood:</p> <ul style="list-style-type: none"> <li>• Family Engagement and Outreach Specialist support</li> <li>• School Bulletins</li> <li>• Longwood Website</li> <li>• Yearly calendar of events sent home and available on the website</li> </ul>	<p>Longwood will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.</p>	<p>2,600 Comprehensive Support and Improvement (CSI)</p> <p>SST/504 Substitute Teacher Fund 1,000 Title I</p> <p>Interpretation 1,525 Title I</p> <p>Family Volunteer Fingerprint Fund</p>

	<ul style="list-style-type: none"> <li>• Calls, emails, and/or text messages before events</li> <li>• Calls, emails, and/or text messages regarding events occurring during the week when</li> </ul> <p>Necessary</p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences</li> <li>• EL survey sent home each Spring</li> <li>• Meetings such as SSC and ELAC will contain announcements and information to better</li> </ul> <p>inform parents of academic and social happenings at Longwood</p> <ul style="list-style-type: none"> <li>• Coffee with the Principal meetings will address a variety of topics necessary for the</li> </ul> <p>academic success of the students.</p> <ul style="list-style-type: none"> <li>• Elections at the beginning of each school year for ELAC and SSC.</li> <li>• Hand out invitations for events during drop off and pick ups</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Through a variety of school and community events, we were able to meet our parent engagement goal. Some new events we held this year was hosting three community read-ins and holding a newcomer barbecue for all of our newcomer families. We were able to consistently hold our Coffee with the Principal meetings throughout the year and we had families come help with events like Dia de los Muertos, among other events. We still have a lot of work to do to continue to try and engage our families in a way they feel comfortable. Every family has a different comfort level in the amount they want to be involved and we want to try and make sure that we are communicating and inviting families so they feel welcome at Longwood. This is an ongoing growth area and we are excited to continue to try and engage our community the best we can.

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 differences between the intended goals and funds and what was implemented.

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 going to continue to expand our volunteer opportunities and support our families in their involvement in the Longwood School community.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Longwood's attendance rate has increased from the 2022-2023 school year (87.22 %) to the 2023- 2024 school year (91.52%). Although we have shown an increase, we are still not where we would like to be with regard to our attendance. With continued work, Longwood will strive to increase its attendance rate to 97% in the 2024-2025 school year.

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

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

There have been increased efforts to get students to attend with more frequency at Longwood. This school year we have continued to see a challenge in daily attendance. We have sent out 209 letters to families for their "1st Notification of Truancy (3+ events.)" We have sent out 109 letters for the "2nd Notification of Truancy (6+ events)" and 28.44% of those second notice letters have resulted in over- the-phone conferences and subsequent attempts to engage students having sent 12 "3rd Notification of Truancy" Outreach for attendance is a priority at Longwood, and this data shows our outreach efforts will continue to increase in order to encourage daily attendance. We will continue to prioritize daily attendance in order to maximize the engagement of students at Longwood.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall student attendance data	Current year data of 91.52% overall attendance for the 2022-2023 school year.	Increase in overall attendance by 5.48% points to reach the 97% attendance rate.
Decrease chronic absenteeism	Infinite Campus data of number of 2nd and 3rd truancy notices.	Support families with basic needs and support to bring students to school.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Longwood staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p> <p>Task:</p> <ul style="list-style-type: none"> <li>• For next school year Longwood will distribute monthly perfect attendance awards to students with zero absences, tardies and early pull-outs.</li> <li>• Perfect attendance recognized at each trimester awards ceremony.</li> <li>• Daily phone calls home made by attendance clerk to families of absent students.</li> <li>• Truancy meetings between Principal or Assistant Principal and parents of students who are truant or at risk of truancy.</li> <li>• COST meetings to discuss students who display chronic tardiness or attendance issues.</li> <li>• Referral of chronically absent students to CWA (Child Welfare and Attendance) for further inquiry.</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>• Present the importance of school attendance to students.</li> <li>• Attendance reports from Infinite Campus. (Student Information System)</li> <li>• Communicate the importance of attendance to the parent community at large by holding informational meetings to inform parents of the attendance system.</li> </ul>	Improvement of Attendance	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Although we didn't increase the full 10% points we were hoping, Longwood did make a jump of over 4% points to get us over 91% attendance rate in 2023-2024. This is a positive trend and we will celebrate the incremental increase. We hope to continue these increases until we reach a 97% attendance rate.



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

No funding was allocated for 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 will continue to work with our school and family community to improve overall attendance at Longwood.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$202,628.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$92,025.00
Title I	\$65,325.00

Subtotal of additional federal funds included for this school: \$157,350.00

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	\$45,278.00

Subtotal of state or local funds included for this school: \$45,278.00

Total of federal, state, and/or local funds for this school: \$202,628.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	51,218.00	5,940.00
Title I	95,660.00	30,335.00
Comprehensive Support and Improvement (CSI)	92,025.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	92,025.00
LCFF Supplemental and Concentration Funds	45,278.00
Title I	65,325.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,539.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	92,025.00
	LCFF Supplemental and Concentration Funds	45,278.00
	Title I	65,325.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,678.49

Goal 2	4,297.49
Goal 3	62,327.02
Goal 4	19,200.00
Goal 5	29,000.00
Goal 6	5,125.00

# School Site Council Membership

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

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

Name of Members	Role
Gaby McVay	Parent or Community Member
Monique Souza	Parent or Community Member
Nadine Elseudy	Parent or Community Member
Jessenia Avelica	Parent or Community Member
Marianella Winkle	Parent or Community Member
Yoon Mitchell	Classroom Teacher
Monica Roberts	Classroom Teacher
Charlene Pugh	Classroom Teacher
Patricia Dennis	Other School Staff
Luis Garcia	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 29, 2024.

Attested:



Principal, Luis Garcia on May 3, 2024



SSC Chairperson, Gaby McVay, Parent on May 3, 2024