School Year:  **2025-26**



# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Longwood Elementary School | 01611926001044 | April 28, 2025 | June 11, 2025 |

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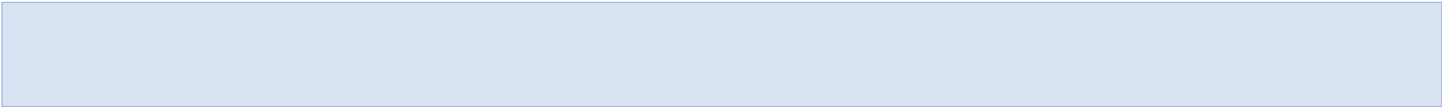
This plan is being used by Longwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
>
> Schoolwide Program
> The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).
>
> Longwood Elementary exited CSI status as of the most recent California Dashboard data.

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.

# Table of Contents

# 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

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

Longwood Elementary exited CSI status as of the most recent California Dashboard data.

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, families and ELAC. 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 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 is one area that have been classified as Red. That category is ELA. In the Orange category there are two areas identified, such as our Suspension Rate and Mathematics. 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 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | % | 0% | 0.20% | | 0 | 1 |
| African American | 4.00% | 4.14% | 3.59% | 19 | 22 | 18 |
| Asian | 6.32% | 5.26% | 6.18% | 30 | 28 | 31 |
| Filipino | 3.58% | 3.57% | 3.59% | 17 | 19 | 18 |
| Hispanic/Latino | 79.37% | 80.45% | 78.88% | 377 | 428 | 396 |
| Pacific Islander | 2.74% | 1.69% | 2.79% | 13 | 9 | 14 |
| White | 1.68% | 2.26% | 1.79% | 8 | 12 | 9 |
| Two or More Races | 2.32% | 2.63% | 2.99% | 11 | 14 | 15 |
| Not Reported | % | 0% | % | | 0 | |
| | | | Total Enrollment | 475 | 532 | 502 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 69 | 94 | 65 |
| Grade 1 | 60 | 61 | 74 |
| Grade 2 | 62 | 68 | 64 |
| Grade3 | 72 | 69 | 70 |
| Grade 4 | 73 | 80 | 68 |
| Grade 5 | 82 | 80 | 80 |
| Grade 6 | 57 | 80 | 63 |
| Total Enrollment | 475 | 532 | 502 |

**Conclusions based on this data:**

**1.**

Longwood's enrollment has remained stable over the past two years, averaging between 500–530 students. In 2023–2024, there was an increase in newcomer student enrollment, though fewer newcomers have enrolled in 2024–2025. Looking ahead, the addition of a new SDC class in 2025–2026 is expected to help boost enrollment. The school remains committed to supporting and growing its student population.

2. Enrollment in the bilingual program has declined over time, dropping from an average of two classes per grade level to just one. While this trend has led to a gradual decrease in overall enrollment, the program has maintained consistent single cohorts per grade for the past several years. This pattern is expected to continue, but the school remains committed to exploring ways to attract more students and is working with the district to seek support for sustaining and strengthening the bilingual program.

3. There has been a consistent decline in 6th grade enrollment due to local charter schools starting their middle school programs at that grade level. Many parents opt for these alternatives over district middle schools, leading to a noticeable drop in enrollment. Specifically, 6th grade enrollment decreased from 80 students in 2022–2023 to 63 students in 2023–2024. This trend is expected to continue unless other middle school options 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** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| **English Learners** | 246 | 278 | 258 | 51.8% | 52.3% | 51.4% |
| **Fluent English Proficient (FEP)** | 87 | 87 | 70 | 18.3% | 16.4% | 13.9% |
| **Reclassified Fluent English Proficient (RFEP)** | 64 | 61 | 46 | 13.5% | 11.5% | 9.2% |

**Conclusions based on this data:**

1. This past year, we noticed a decrease in enrollment of about 20 students. In the 2022-2023 school year there were 278 English Learners enrolled. This past year, 2023-2024 we had 258 students enrolled.  This puts us at 51% 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 Multilanguage learners from non-Spanish speaking countries, such as, Afghanistan.  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 2023-2024 school year, we reclassified 8.8% of our ELs (24 students). This year we reclassified 15 ELs (5.4%).   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 5% of our English Learner population for the 2025-2026 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 71 | 66 | 71 | 69 | 66 | 68 | 69 | 66 | 68 | 97.2 | 100.0 | 95.8 |
| Grade 4 | 76 | 82 | 74 | 72 | 77 | 68 | 72 | 77 | 68 | 94.7 | 93.9 | 91.9 |
| Grade 5 | 84 | 75 | 85 | 78 | 74 | 81 | 78 | 74 | 81 | 92.9 | 98.7 | 95.3 |
| Grade 6 | 57 | 80 | 68 | 52 | 80 | 68 | 52 | 80 | 68 | 91.2 | 100.0 | 100 |
| All Grades | 288 | 303 | 298 | 271 | 297 | 285 | 271 | 297 | 285 | 94.1 | 98.0 | 95.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2342. | 2336. | 2333. | 5.80 | 4.55 | 2.94 | 13.04 | 12.12 | 8.82 | 15.94 | 24.24 | 19.12 | 65.22 | 59.09 | 69.12 |
| Grade 4 | 2401. | 2377. | 2388. | 8.33 | 6.49 | 7.35 | 11.11 | 11.69 | 13.24 | 16.67 | 14.29 | 14.71 | 63.89 | 67.53 | 64.71 |
| Grade 5 | 2444. | 2414. | 2400. | 5.13 | 4.05 | 8.64 | 26.92 | 20.27 | 9.88 | 24.36 | 12.16 | 12.35 | 43.59 | 63.51 | 69.14 |
| Grade 6 | 2465. | 2460. | 2446. | 5.77 | 3.75 | 4.41 | 25.00 | 17.50 | 11.76 | 25.00 | 31.25 | 25.00 | 44.23 | 47.50 | 58.82 |
| All Grades | N/A | N/A | N/A | 6.27 | 4.71 | 5.96 | 18.82 | 15.49 | 10.88 | 20.30 | 20.54 | 17.54 | 54.61 | 59.26 | 65.61 |

## Reading
### Demonstrating understanding of literary and non-fictional texts

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 4.35 | 4.55 | 4.41 | 42.03 | 50.00 | 55.88 | 53.62 | 45.45 | 39.71 |
| Grade 4 | 6.94 | 3.90 | 7.35 | 59.72 | 50.65 | 51.47 | 33.33 | 45.45 | 41.18 |
| Grade 5 | 7.69 | 9.46 | 4.94 | 61.54 | 45.95 | 51.85 | 30.77 | 44.59 | 43.21 |
| Grade 6 | 7.69 | 7.50 | 0.00 | 51.92 | 48.75 | 45.59 | 40.38 | 43.75 | 54.41 |
| All Grades | 6.64 | 6.40 | 4.21 | 54.24 | 48.82 | 51.23 | 39.11 | 44.78 | 44.56 |

## Writing
### Producing clear and purposeful writing

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 1.47 | 1.52 | 3.03 | 39.71 | 34.85 | 34.85 | 58.82 | 63.64 | 62.12 |
| Grade 4 | 2.78 | 5.19 | 4.92 | 54.17 | 38.96 | 45.90 | 43.06 | 55.84 | 49.18 |
| Grade 5 | 5.13 | 4.05 | 4.94 | 56.41 | 36.49 | 33.33 | 38.46 | 59.46 | 61.73 |
| Grade 6 | 7.69 | 3.80 | 5.88 | 38.46 | 37.97 | 45.59 | 53.85 | 58.23 | 48.53 |
| All Grades | 4.07 | 3.72 | 4.71 | 48.15 | 37.16 | 39.49 | 47.78 | 59.12 | 55.80 |

## Listening
### Demonstrating effective communication skills

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2.90 | 3.03 | 0.00 | 68.12 | 71.21 | 73.53 | 28.99 | 25.76 | 26.47 |
| Grade 4 | 6.94 | 3.90 | 2.94 | 72.22 | 61.04 | 57.35 | 20.83 | 35.06 | 39.71 |
| Grade 5 | 5.13 | 5.41 | 3.70 | 73.08 | 63.51 | 54.32 | 21.79 | 31.08 | 41.98 |
| Grade 6 | 11.54 | 12.50 | 7.35 | 65.38 | 68.75 | 55.88 | 23.08 | 18.75 | 36.76 |
| All Grades | 6.27 | 6.40 | 3.51 | 70.11 | 65.99 | 60.00 | 23.62 | 27.61 | 36.49 |

## Research/Inquiry
### Investigating, analyzing, and presenting information

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 5.80 | 6.06 | 7.35 | 50.72 | 46.97 | 54.41 | 43.48 | 46.97 | 38.24 |
| Grade 4 | 8.33 | 5.19 | 7.35 | 66.67 | 48.05 | 55.88 | 25.00 | 46.75 | 36.76 |
| Grade 5 | 11.54 | 4.05 | 7.41 | 52.56 | 54.05 | 45.68 | 35.90 | 41.89 | 46.91 |
| Grade 6 | 11.54 | 3.75 | 4.41 | 55.77 | 71.25 | 61.76 | 32.69 | 25.00 | 33.82 |
| All Grades | 9.23 | 4.71 | 6.67 | 56.46 | 55.56 | 54.04 | 34.32 | 39.73 | 39.30 |

**Conclusions based on this data:**

1. In the 2023–2024 school year, Longwood faced challenges in meeting performance goals, particularly in ELA, where 84% of students scored in the "Standard Not Met" or "Standard Nearly Met" categories on the CAASPP exam. However, there was a slight improvement, with a 1.25% increase in students exceeding the standard compared to the previous year. In response, the school has taken a more strategic approach in 2024–2025,

focusing on backward planning and data analysis to better address student needs and support academic growth. We plan to continue this work in the 2025-2026 school year.

2. From 2023 to 2024, Longwood saw modest improvements in CAASPP performance. The percentage of students meeting or exceeding standards in Research/Inquiry increased from 4.71% to 6.67%, and in Writing, from 3.72% to 4.71%.

3. Between the 2023 and 2024 school years, Longwood experienced declines in the percentage of students scoring above standard in Reading, dropping from 6.40% to 4.2%, and in Listening, from 6.40% to 3.5%.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 71 | 66 | 71 | 68 | 66 | 67 | 65 | 65 | 65 | 95.8 | 100.0 | 94.4 |
| Grade 4 | 76 | 82 | 74 | 73 | 82 | 73 | 73 | 82 | 73 | 96.1 | 100.0 | 98.6 |
| Grade 5 | 84 | 75 | 85 | 78 | 74 | 78 | 78 | 74 | 78 | 92.9 | 98.7 | 91.8 |
| Grade 6 | 57 | 80 | 68 | 52 | 79 | 68 | 52 | 79 | 68 | 91.2 | 98.8 | 100 |
| All Grades | 288 | 303 | 298 | 271 | 301 | 286 | 268 | 300 | 284 | 94.1 | 99.3 | 96 |

\* 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2336. | 2351. | 2363. | 1.54 | 0.00 | 1.54 | 12.31 | 15.38 | 9.23 | 13.85 | 27.69 | 32.31 | 72.31 | 56.92 | 56.92 |
| Grade 4 | 2402. | 2389. | 2391. | 4.11 | 4.88 | 0.00 | 12.33 | 9.76 | 8.22 | 31.51 | 26.83 | 28.77 | 52.05 | 58.54 | 63.01 |
| Grade 5 | 2425. | 2414. | 2418. | 5.13 | 9.46 | 5.13 | 7.69 | 6.76 | 10.26 | 24.36 | 12.16 | 23.08 | 62.82 | 71.62 | 61.54 |
| Grade 6 | 2437. | 2429. | 2428. | 1.92 | 2.53 | 4.41 | 9.62 | 5.06 | 8.82 | 23.08 | 24.05 | 11.76 | 65.38 | 68.35 | 75.00 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 3.36 | 4.33 | 2.82 | 10.45 | 9.00 | 9.15 | 23.51 | 22.67 | 23.94 | 62.69 | 64.00 | 64.08 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| Grade 3 | 4.69 | 1.54 | 1.56 | 29.69 | 43.08 | 43.75 | 65.63 | 55.38 | 54.69 |
| Grade 4 | 4.11 | 6.10 | 2.74 | 34.25 | 28.05 | 34.25 | 61.64 | 65.85 | 63.01 |
| Grade 5 | 8.97 | 8.11 | 7.69 | 35.90 | 27.03 | 34.62 | 55.13 | 64.86 | 57.69 |
| Grade 6 | 1.92 | 2.53 | 4.41 | 34.62 | 27.85 | 23.53 | 63.46 | 69.62 | 72.06 |
| Grade 11 | | | | | | | | | |
| All Grades | 5.24 | 4.67 | 4.24 | 33.71 | 31.00 | 33.92 | 61.05 | 64.33 | 61.84 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| Grade 3 | 9.23 | 4.62 | 3.08 | 26.15 | 38.46 | 47.69 | 64.62 | 56.92 | 49.23 |
| Grade 4 | 6.85 | 6.10 | 1.37 | 36.99 | 37.80 | 36.99 | 56.16 | 56.10 | 61.64 |
| Grade 5 | 5.13 | 4.05 | 6.41 | 38.46 | 28.38 | 39.74 | 56.41 | 67.57 | 53.85 |
| Grade 6 | 1.92 | 0.00 | 1.47 | 36.54 | 41.77 | 29.41 | 61.54 | 58.23 | 69.12 |
| All Grades | 5.97 | 3.67 | 3.17 | 34.70 | 36.67 | 38.38 | 59.33 | 59.67 | 58.45 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** | **21-22** | **22-23** | **23-24** |
| Grade 3 | 1.54 | 4.62 | 0.00 | 47.69 | 52.31 | 61.54 | 50.77 | 43.08 | 38.46 |
| Grade 4 | 2.74 | 6.10 | 2.74 | 52.05 | 48.78 | 47.95 | 45.21 | 45.12 | 49.32 |
| Grade 5 | 2.56 | 8.11 | 1.28 | 47.44 | 43.24 | 43.59 | 50.00 | 48.65 | 55.13 |
| Grade 6 | 1.92 | 2.53 | 4.41 | 53.85 | 48.10 | 57.35 | 44.23 | 49.37 | 38.24 |
| All Grades | 2.24 | 5.33 | 2.11 | 50.00 | 48.00 | 52.11 | 47.76 | 46.67 | 45.77 |

**Conclusions based on this data:**

1. The math portion of the CAASPP exam was challenging for most students, with only about 12% meeting or exceeding standards on the CAT portion.

2. Performance was especially low in Communicating Reasoning, with just 2% exceeding the standard. In Concepts and Procedures, 4% exceeded the standard and 34% were at or near it. For Problem Solving/Data Analysis, 3% exceeded the standard and 38% were at or near it.

3. Due to low performance in math, there's a clear need for increased support. In response, Longwood will partner with SBDM to create in-house professional development focused on research-based strategies, while ILT will continue supporting backwards planning to improve instruction. Staff will also identify key foundational concepts to target in order to accelerate student growth. Looking ahead, the school is committed to deepening data analysis and collaboration to better address learning gaps and support student progress.

# 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) web page or the 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 |
|---|---|

<table>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Overall</th><th colspan="3">Oral Language</th><th colspan="3">Written Language</th><th colspan="3">Number of Students Tested</th></tr>
<tr><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th></tr>
<tr><td>K</td><td>1400.8</td><td>1397.3</td><td>1389.4</td><td>1411.8</td><td>1402.4</td><td>1399.1</td><td>1375.0</td><td>1385.1</td><td>1366.7</td><td>49</td><td>56</td><td>45</td></tr>
<tr><td>1</td><td>1426.8</td><td>1404.3</td><td>1400.0</td><td>1447.3</td><td>1420.9</td><td>1424.8</td><td>1405.8</td><td>1387.3</td><td>1374.6</td><td>41</td><td>41</td><td>44</td></tr>
<tr><td>2</td><td>1466.5</td><td>1469.2</td><td>1422.6</td><td>1482.1</td><td>1480.9</td><td>1426.7</td><td>1450.3</td><td>1457.1</td><td>1418.0</td><td>41</td><td>47</td><td>43</td></tr>
<tr><td>3</td><td>1474.4</td><td>1473.6</td><td>1471.9</td><td>1487.2</td><td>1474.0</td><td>1482.8</td><td>1461.1</td><td>1472.5</td><td>1460.5</td><td>37</td><td>38</td><td>42</td></tr>
<tr><td>4</td><td>1500.1</td><td>1476.8</td><td>1487.1</td><td>1505.7</td><td>1479.7</td><td>1489.1</td><td>1494.0</td><td>1473.4</td><td>1484.7</td><td>41</td><td>43</td><td>38</td></tr>
<tr><td>5</td><td>1509.9</td><td>1505.0</td><td>1508.7</td><td>1516.1</td><td>1500.6</td><td>1520.3</td><td>1503.3</td><td>1509.0</td><td>1496.6</td><td>28</td><td>39</td><td>39</td></tr>
<tr><td>6</td><td>1507.7</td><td>1506.2</td><td>1483.3</td><td>1507.6</td><td>1516.4</td><td>1478.7</td><td>1507.1</td><td>1495.5</td><td>1487.3</td><td>22</td><td>22</td><td>26</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>259</td><td>286</td><td>277</td></tr>
</table>

<table>
<tr><th colspan="16">Overall Language<br>Percentage of Students at Each Performance Level for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Level 4</th><th colspan="3">Level 3</th><th colspan="3">Level 2</th><th colspan="3">Level 1</th><th colspan="3">Total Number of Students</th></tr>
<tr><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th><th>21-22</th><th>22-23</th><th>23-24</th></tr>
<tr><td>K</td><td>6.12</td><td>16.07</td><td>8.89</td><td>32.65</td><td>25.00</td><td>22.22</td><td>34.69</td><td>32.14</td><td>33.33</td><td>26.53</td><td>26.79</td><td>35.56</td><td>49</td><td>56</td><td>45</td></tr>
<tr><td>1</td><td>0.00</td><td>2.44</td><td>0.00</td><td>21.95</td><td>17.07</td><td>36.36</td><td>51.22</td><td>36.59</td><td>29.55</td><td>26.83</td><td>43.90</td><td>34.09</td><td>41</td><td>41</td><td>44</td></tr>
<tr><td>2</td><td>9.76</td><td>8.51</td><td>2.33</td><td>39.02</td><td>42.55</td><td>18.60</td><td>36.59</td><td>31.91</td><td>41.86</td><td>14.63</td><td>17.02</td><td>37.21</td><td>41</td><td>47</td><td>43</td></tr>
<tr><td>3</td><td>10.81</td><td>5.26</td><td>2.38</td><td>27.03</td><td>34.21</td><td>42.86</td><td>35.14</td><td>26.32</td><td>30.95</td><td>27.03</td><td>34.21</td><td>23.81</td><td>37</td><td>38</td><td>42</td></tr>
<tr><td>4</td><td>12.20</td><td>4.65</td><td>10.53</td><td>46.34</td><td>27.91</td><td>31.58</td><td>24.39</td><td>34.88</td><td>34.21</td><td>17.07</td><td>32.56</td><td>23.68</td><td>41</td><td>43</td><td>38</td></tr>
<tr><td>5</td><td>14.29</td><td>15.38</td><td>17.95</td><td>39.29</td><td>33.33</td><td>30.77</td><td>28.57</td><td>35.90</td><td>28.21</td><td>17.86</td><td>15.38</td><td>23.08</td><td>28</td><td>39</td><td>39</td></tr>
<tr><td>6</td><td>4.55</td><td>9.09</td><td>11.54</td><td>36.36</td><td>27.27</td><td>34.62</td><td>45.45</td><td>31.82</td><td>19.23</td><td>13.64</td><td>31.82</td><td>34.62</td><td>22</td><td>22</td><td>26</td></tr>
<tr><td>All Grades</td><td>8.11</td><td>9.09</td><td>7.22</td><td>34.36</td><td>29.72</td><td>30.69</td><td>36.29</td><td>32.87</td><td>31.77</td><td>21.24</td><td>28.32</td><td>30.32</td><td>259</td><td>286</td><td>277</td></tr>
</table>

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 8.16 | 12.50 | 13.33 | 32.65 | 28.57 | 15.56 | 30.61 | 32.14 | 31.11 | 28.57 | 26.79 | 40.00 | 49 | 56 | 45 |
| 1 | 21.95 | 9.76 | 22.73 | 19.51 | 29.27 | 22.73 | 43.90 | 31.71 | 29.55 | 14.63 | 29.27 | 25.00 | 41 | 41 | 44 |
| 2 | 36.59 | 27.66 | 6.98 | 31.71 | 36.17 | 25.58 | 17.07 | 23.40 | 39.53 | 14.63 | 12.77 | 27.91 | 41 | 47 | 43 |
| 3 | 21.62 | 18.42 | 30.95 | 48.65 | 42.11 | 40.48 | 18.92 | 21.05 | 9.52 | 10.81 | 18.42 | 19.05 | 37 | 38 | 42 |
| 4 | 39.02 | 25.58 | 31.58 | 39.02 | 34.88 | 42.11 | 12.20 | 23.26 | 7.89 | 9.76 | 16.28 | 18.42 | 41 | 43 | 38 |
| 5 | 42.86 | 20.51 | 41.03 | 32.14 | 51.28 | 35.90 | 17.86 | 17.95 | 12.82 | 7.14 | 10.26 | 10.26 | 28 | 39 | 39 |
| 6 | 31.82 | 27.27 | 30.77 | 36.36 | 31.82 | 26.92 | 22.73 | 22.73 | 7.69 | 9.09 | 18.18 | 34.62 | 22 | 22 | 26 |
| All Grades | 27.41 | 19.58 | 24.55 | 33.98 | 36.01 | 29.60 | 23.94 | 25.17 | 20.94 | 14.67 | 19.23 | 24.91 | 259 | 286 | 277 |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | | 7.14 | 4.44 | | 23.21 | 20.00 | | 44.64 | 51.11 | | 25.00 | 24.44 | | 56 | 45 |
| 1 | * | 0.00 | 0.00 | * | 17.07 | 13.64 | * | 17.07 | 38.64 | * | 65.85 | 47.73 | * | 41 | 44 |
| 2 | * | 8.51 | 2.33 | * | 27.66 | 18.60 | * | 27.66 | 20.93 | * | 36.17 | 58.14 | * | 47 | 43 |
| 3 | 5.41 | 2.63 | 0.00 | 27.03 | 21.05 | 11.90 | 40.54 | 28.95 | 42.86 | 27.03 | 47.37 | 45.24 | 37 | 38 | 42 |
| 4 | 0.00 | 0.00 | 0.00 | 25.71 | 13.95 | 21.05 | 28.57 | 25.58 | 23.68 | 45.71 | 60.47 | 55.26 | 35 | 43 | 38 |
| 5 | 3.03 | 7.69 | 2.56 | 12.12 | 12.82 | 20.51 | 60.61 | 43.59 | 30.77 | 24.24 | 35.90 | 46.15 | 33 | 39 | 39 |
| 6 | 0.00 | 0.00 | 3.85 | 9.09 | 9.09 | 19.23 | 63.64 | 36.36 | 30.77 | 27.27 | 54.55 | 46.15 | 22 | 22 | 26 |
| All Grades | 1.93 | 4.20 | 1.81 | 19.31 | 18.88 | 17.69 | 41.70 | 32.17 | 34.66 | 37.07 | 44.76 | 45.85 | 259 | 286 | 277 |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 10.20 | 12.50 | 13.33 | 65.31 | 60.71 | 48.89 | 24.49 | 26.79 | 37.78 | 49 | 56 | 45 |
| 1 | 17.07 | 14.63 | 29.55 | 65.85 | 63.41 | 47.73 | 17.07 | 21.95 | 22.73 | 41 | 41 | 44 |
| 2 | 14.63 | 14.89 | 9.30 | 65.85 | 74.47 | 65.12 | 19.51 | 10.64 | 25.58 | 41 | 47 | 43 |
| 3 | 16.22 | 13.16 | 26.19 | 64.86 | 47.37 | 50.00 | 18.92 | 39.47 | 23.81 | 37 | 38 | 42 |
| 4 | 31.71 | 13.95 | 18.42 | 56.10 | 55.81 | 65.79 | 12.20 | 30.23 | 15.79 | 41 | 43 | 38 |
| 5 | 7.14 | 10.26 | 17.95 | 75.00 | 74.36 | 66.67 | 17.86 | 15.38 | 15.38 | 28 | 39 | 39 |
| 6 | 4.55 | 9.09 | 11.54 | 72.73 | 59.09 | 46.15 | 22.73 | 31.82 | 42.31 | 22 | 22 | 26 |
| All Grades | 15.44 | 12.94 | 18.41 | 65.64 | 62.59 | 55.96 | 18.92 | 24.48 | 25.63 | 259 | 286 | 277 |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 26.53 | 17.86 | 20.00 | 44.90 | 48.21 | 40.00 | 28.57 | 33.93 | 40.00 | 49 | 56 | 45 |
| 1 | 31.71 | 14.63 | 20.45 | 46.34 | 51.22 | 56.82 | 21.95 | 34.15 | 22.73 | 41 | 41 | 44 |
| 2 | 58.54 | 53.19 | 16.28 | 26.83 | 38.30 | 55.81 | 14.63 | 8.51 | 27.91 | 41 | 47 | 43 |
| 3 | 51.35 | 31.58 | 42.86 | 40.54 | 55.26 | 40.48 | 8.11 | 13.16 | 16.67 | 37 | 38 | 42 |
| 4 | 51.22 | 34.88 | 55.26 | 36.59 | 48.84 | 21.05 | 12.20 | 16.28 | 23.68 | 41 | 43 | 38 |
| 5 | 71.43 | 58.97 | 69.23 | 17.86 | 30.77 | 20.51 | 10.71 | 10.26 | 10.26 | 28 | 39 | 39 |
| 6 | 54.55 | 45.45 | 46.15 | 36.36 | 40.91 | 19.23 | 9.09 | 13.64 | 34.62 | 22 | 22 | 26 |
| All Grades | 47.10 | 35.31 | 37.18 | 36.68 | 45.10 | 37.91 | 16.22 | 19.58 | 24.91 | 259 | 286 | 277 |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 2.04 | 10.71 | 6.67 | 71.43 | 60.71 | 62.22 | 26.53 | 28.57 | 31.11 | 49 | 56 | 45 |
| 1 | 0.00 | 7.32 | 11.36 | 41.46 | 24.39 | 52.27 | 58.54 | 68.29 | 36.36 | 41 | 41 | 44 |
| 2 | 0.00 | 10.64 | 0.00 | 70.73 | 48.94 | 48.84 | 29.27 | 40.43 | 51.16 | 41 | 47 | 43 |
| 3 | 0.00 | 2.63 | 0.00 | 43.24 | 39.47 | 40.48 | 56.76 | 57.89 | 59.52 | 37 | 38 | 42 |
| 4 | 0.00 | 0.00 | 0.00 | 56.10 | 30.23 | 44.74 | 43.90 | 69.77 | 55.26 | 41 | 43 | 38 |
| 5 | 7.14 | 7.69 | 7.69 | 46.43 | 51.28 | 43.59 | 46.43 | 41.03 | 48.72 | 28 | 39 | 39 |
| 6 | 0.00 | 0.00 | 0.00 | 18.18 | 13.64 | 26.92 | 81.82 | 86.36 | 73.08 | 22 | 22 | 26 |
| All Grades | 1.16 | 6.29 | 3.97 | 52.90 | 41.26 | 46.93 | 45.95 | 52.45 | 49.10 | 259 | 286 | 277 |

## Writing Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 16.33 | 32.14 | 22.22 | 65.31 | 41.07 | 53.33 | 18.37 | 26.79 | 24.44 | 49 | 56 | 45 |
| 1 | 0.00 | 0.00 | 0.00 | 51.22 | 51.22 | 52.27 | 48.78 | 48.78 | 47.73 | 41 | 41 | 44 |
| 2 | 10.00 | 10.87 | 2.33 | 50.00 | 56.52 | 55.81 | 40.00 | 32.61 | 41.86 | 40 | 46 | 43 |
| 3 | 10.81 | 13.16 | 0.00 | 54.05 | 52.63 | 78.57 | 35.14 | 34.21 | 21.43 | 37 | 38 | 42 |
| 4 | 12.20 | 4.65 | 10.53 | 63.41 | 46.51 | 63.16 | 24.39 | 48.84 | 26.32 | 41 | 43 | 38 |
| 5 | 7.14 | 15.38 | 15.38 | 64.29 | 56.41 | 46.15 | 28.57 | 28.21 | 38.46 | 28 | 39 | 39 |
| 6 | 9.09 | 4.55 | 30.77 | 77.27 | 77.27 | 30.77 | 13.64 | 18.18 | 38.46 | 22 | 22 | 26 |
| All Grades | 9.69 | 12.98 | 10.47 | 59.69 | 52.28 | 55.60 | 30.62 | 34.74 | 33.94 | 258 | 285 | 277 |

**Conclusions based on this data:**

1. Overall, it was encouraging to see that we had positive growth in certain domains. We saw growth in overall language. There was an increase in the percentage of students who scored at a Level 4 in grades 4-6. In addition,

there was an increase in the percentage of students who scored at a Level 3 in grades 1, 3, 4, and 6. There was a decrease in students who scored a Level 1 in grades 1, 3, and 4. In the Oral Language component (Listening and Speaking), there were more students who scored a level 4 (schoolwide: 24.6%) in comparison to the Written Language component (schoolwide: 1.8%). 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.

2. Although there is data to encourage us, there is also data that suggests areas of improvement. For example, in the Reading Domain only 4% of students schoolwide scored in the "well developed" range. Alternatively, 49% scored in the "beginning" range. In the Writing Domain only 10% of students schoolwide scored in the "well developed" range. However, 56% of students schoolwide scored in the "Somewhat/Moderately" range. This gives us an opportunity to focus on   There are many other areas that show similar struggles. This year with a more consistent ELD time and increased support for our English Learners, we are anticipating an improvement in proficiency 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 newcomer students (third through sixth grade) and English Learners (Kindergarten to second grade). This provided 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

## Student Population

The 2024 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.

| 2023-24 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **502** | **85.7%** | **51.4%** | **0.2%** |
| Total Number of Students enrolled in Longwood Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 258 | 51.4% |
| **Foster Youth** | 1 | 0.2% |
| **Homeless** | 36 | 7.2% |
| **Socioeconomically Disadvantaged** | 430 | 85.7% |
| **Students with Disabilities** | 65 | 12.9% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 18 | 3.6% |
| **American Indian** | 1 | 0.2% |
| **Asian** | 31 | 6.2% |
| **Filipino** | 18 | 3.6% |
| **Hispanic** | 396 | 78.9% |
| **Two or More Races** | 15 | 3% |
| **Pacific Islander** | 14 | 2.8% |
| **White** | 9 | 1.8% |

**Conclusions based on this data:**

1. 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 about 80%.  Our other subgroups

round out the remaining 20% pretty evenly with a little over 4%  and 6% for both our African American and Asian population, respectively.  Although our population has a majority 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. In the 2023–2024 school year, Longwood's student group data reveals a diverse population with varying needs. The largest group is Socioeconomically Disadvantaged students, comprising 85.7% of the student body. English Learners make up 51.4%, highlighting the importance of supporting both language development and cultural identity. Students with Disabilities account for 12.9%, not including those still in the identification process, and are provided with services aligned to their IEPs. Additionally, 7.4% of students are identified as homeless or foster youth, who receive support through the school and Family Engagement Specialist. Longwood remains dedicated to meeting the needs of all its students and ensuring equitable access to education.

3. Longwood is pleased to see steady student enrollment over the past few years, which brings stability for staff and strengthens collaboration. A consistent student population allows for better identification of student and family needs, helps maintain support systems for returning students, and enables the expansion of resources. The school is hopeful that these positive enrollment trends will continue into the 2025–2026 school year.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2024 Fall Dashboard Overall Performance for All Students

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

**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. Continued support through various methods should help us improve our marks. We are excited to see improvement in the areas of English Learners (green performance color) and Chronic Absenteeism (yellow performance color).

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 and restorative practices 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
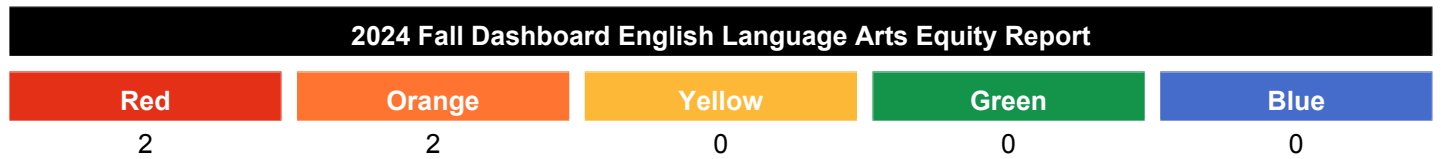## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

This section provides number of student groups in each level.

| 2024 Fall Dashboard English Language Arts Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 2 | 0 | 0 | 0 |

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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group |
|---|

| **All Students** | **English Learners** | **Long-Term English Learners** |
|---|---|---|
| Red | Orange | No Performance Color |
| 87.4 points below standard | 97.3 points below standard | 83.5 points below standard |
| Declined 3.2 points | Increased 3.4 points | Declined 5.6 points |
| 266 Students | 159 Students | 14 Students |

| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| Less than 11 Students | 129.7 points below standard | 93.8 points below standard |
| 1 Student | 20 Students | Declined 3.8 points |
| | | 227 Students |

| **Students with Disabilities** | **African American** | **American Indian** |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 132.7 points below standard | Less than 11 Students | 0 Students |
| Increased 8.3 points | | |
| 35 Students | 9 Students | |

| **Asian** | **Filipino** | **Hispanic** |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| 13.8 points below standard | Less than 11 Students | 93.7 points below standard |
| Increased 8.0 points | | Declined 3.2 points |
| 17 Students | 9 Students | 216 Students |

| **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 8 Students | 5 Students | 4 Students |

**Conclusions based on this data:**

**1.** The ELA CAASPP data shows that overall student performance is below expectations, with a 3-point decline and scores averaging 87 points below the standard. While significant growth is needed, Longwood remains committed to improving outcomes through focused classroom instruction and targeted intervention strategies.

**2.** While overall performance remained similar to the previous year, Longwood saw a few positive gains in 2023–2024. English Learners improved by 3.4 points, Asian students (6% of those tested) increased by 8 points and are now the highest-performing subgroup, just 14 points below the standard. Students with Disabilities also showed an 8-point gain. Although most subgroups still average nearly 100 points below standard, these areas of growth are important to acknowledge.

**3.** Most of Longwood's student subgroups either maintained or declined in performance from 2023 to 2024. Notable declines include Hispanic students (down 3.2 points), Socioeconomically Disadvantaged students (down 4 points), and Long Term English Learners (down 6 points). The school recognizes the need for significant improvement and is hopeful that its focus on reading intervention will drive growth. Subgroups without performance color represent populations too small to report data.

# School and Student Performance Data
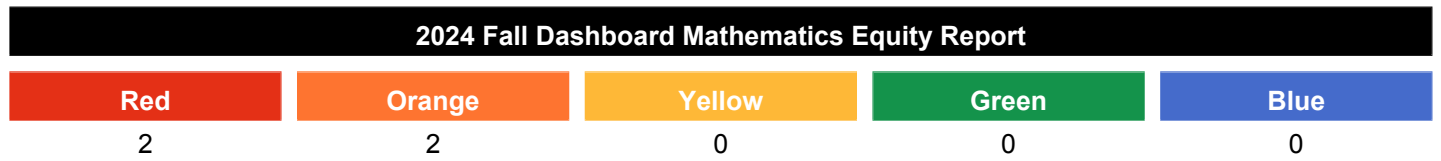
## Academic Performance
## Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

This section provides number of student groups in each level.

| 2024 Fall Dashboard Mathematics Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 2 | 0 | 0 | 0 |

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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| Orange | Orange | No Performance Color |
| 96.8 points below standard | 100.1 points below standard | 108.4 points below standard |
| Increased 4.8 points | Increased 10.5 points | Increased 9.2 points |
| 266 Students | 160 Students | 14 Students |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | 139.3 points below standard | 100.6 points below standard |
| | 19 Students | Increased 6.3 points |
| 1 Student | | 227 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Red | No Performance Color | No Performance Color |
| 135.9 points below standard | Less than 11 Students | 0 Students |
| Declined 9.5 points | | |
| 35 Students | 9 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| 32.1 points below standard | Less than 11 Students | 100.9 points below standard |
| Maintained 2.7 points | | Maintained 2.6 points |
| 17 Students | 10 Students | 216 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 8 Students | 5 Students | 4 Students |

**Conclusions based on this data:**

**1.** The Math CAASPP results indicate that significant improvement is needed, with students scoring about 100 points below the standard overall. Students with disabilities declined by 9.5 points, placing them 136 points below the standard. However, there were gains in several areas: overall scores increased by 4.8 points, English Learners by 10.5 points, and long-term English Learners by 9.2 points. Asian and Hispanic students showed slight growth, maintaining increases of 2.7 and 2.6 points, respectively. The school will continue to prioritize classroom instruction and targeted interventions to build on these positive trends.

**2.** Students with disabilities and those experiencing homelessness are facing the greatest challenges, scoring 136 and 139 points below the standard, respectively. These results highlight the need for increased support and resources to help these groups make meaningful academic progress.

**3.** Despite mixed results in math, it's clear that students need more focused support with grade-level content and applying learned concepts. The data shows a gap in understanding, particularly in how classroom learning translates to performance on the exam. Moving forward, the school will emphasize targeted instruction and data-driven analysis to drive greater progress in the coming years.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
| Green | No Performance Color |
| 46.4% making progress. | making progress. |
| Number Students: 207 Students | Number Students: 9 Students |

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

| 2024 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** |
| 17.4% | 36.2% | 0% | 46.4% |

**Conclusions based on this data:**

1. Longwood continues to find ways to support its English Learners.  More than 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 (46.4%).  We were able to reclassify 15 of our English Learners as Fluent English Proficient. 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. 36.2% maintained their level in 2024 compared to 42.5% in 2023. This is likely due to the shift of students who made at least one level of progress.

3. 17.4% of students decreased one ELPI level. A continued area of focus will be on the students who are still not meeting proficiency levels in English and in core academic areas.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2024 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.

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

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

This section provides number of student groups in each level.

| 2024 Fall Dashboard College/Career Equity Report |||||
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 2 | 0 | 0 | 0 |

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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group |||
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| **Students with Disabilities** | **African American** | **American Indian** |
| **Asian** | **Filipino** | **Hispanic** |
| **Two or More Races** | **Pacific Islander** | **White** |

**Conclusions based on this data:**

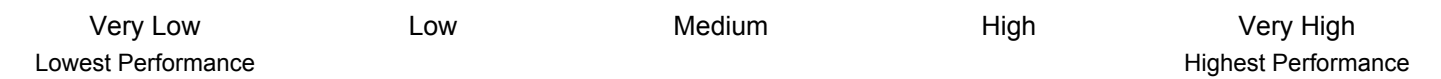**1.** N/A

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
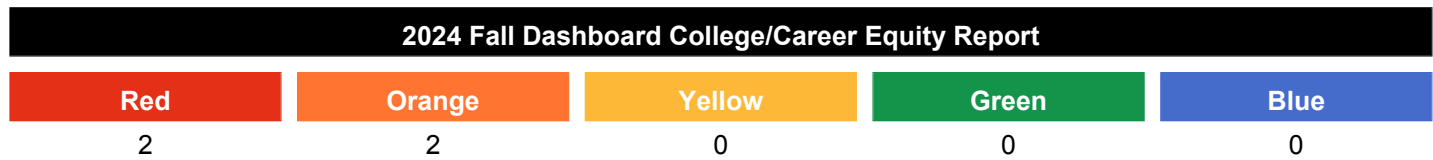
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

This section provides number of student groups in each level.

| 2024 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 31.2% Chronically Absent | 29.8% Chronically Absent | 21.4% Chronically Absent |
| Declined 20.6 | Declined 22.7 | Declined 11.9 |
| 552 Students | 315 Students | 14 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Orange | Yellow |
| Fewer than 11 students - data not displayed for privacy | 53.5% Chronically Absent | 32.7% Chronically Absent |
| | Declined 10.1 | Declined 21.3 |
| 1 Student | 43 Students | 471 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 42.9% Chronically Absent | 66.7% Chronically Absent | Fewer than 11 students - data not displayed for privacy |
| Declined 19.6 | Increased 20.8 | 1 Student |
| 84 Students | 21 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| Yellow | No Performance Color | Yellow |
| 11.1% Chronically Absent | 22.2% Chronically Absent | 30.4% Chronically Absent |
| Declined 22.2 | Declined 19.9 | Declined 21.2 |
| 36 Students | 18 Students | 431 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 31.3% Chronically Absent | 55.6% Chronically Absent | 27.3% Chronically Absent |
| Declined 40.2 | 0 | Declined 56.1 |
| 16 Students | 18 Students | 11 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 47.90% of all students chronically absent in 2023 to having 29.6% in 2024. That is an increase of overall attendance by almost 39%. 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

## Academic Engagement
## Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

This section provides number of student groups in each level.

| 2024 Fall Dashboard Graduation Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

This section provides number of student groups in each level.

| 2024 Fall Dashboard Suspension Rate Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 4 | 0 | 0 | 0 |

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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| **All Students** | **English Learners** | **Long-Term English Learners** |
|---|---|---|
| Orange | Red | No Performance Color |
| 4.6% suspended at least one day | 3.4% suspended at least one day | 14.3% suspended at least one day |
| Increased 1.4% | Increased 2.8% | Increased 6% |
| 562 Students | 321 Students | 14 Students |

| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|---|---|---|
| No Performance Color | Orange | Orange |
| Fewer than 11 students - data not displayed for privacy | 2.1% suspended at least one day | 4.8% suspended at least one day |
| | Increased 2.1% | Increased 1.9% |
| 1 Student | 47 Students | 481 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 4.7% suspended at least one day | 4.8% suspended at least one day | Fewer than 11 students - data not displayed for privacy |
| Increased 3.3% | Declined 11.9% | 1 Student |
| 85 Students | 21 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| Orange | No Performance Color | Red |
| 5.4% suspended at least one day | 0% suspended at least one day | 4.8% suspended at least one day |
| Increased 5.4% | Declined 5% | Increased 2.6% |
| 37 Students | 18 Students | 439 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 11.8% suspended at least one day | 0% suspended at least one day | 0% suspended at least one day |
| Declined 2.5% | 18 Students | Maintained 0% |
| 17 Students | | 11 Students |

**Conclusions based on this data:**

1. Our overall suspensions increased by 1.4% last school year (2023-2024). Our English Learners (increase of 2.8%) and Hispanic students (increase of 2.6%) were the two student groups in red. Suspensions decreased among several student groups, including African American students (down 11.9%), students of Two or More Races (down 2.5%), and Filipino students (down 5%). We hope to continue these trends amongst all students and student groups in future years.

   We are only suspending students for clear violations of the education code. Restorative practices are used to address unsafe behaviors, and we continue to provide support to both students and their families.

2. 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. We have also been growing our tier 1 practices schoolwide by providing professional development for more teachers and staff to be trained in restorative practices (community circles). We have student leaders teaching monthly calming techniques to students schoolwide and our SEL counselor is providing tier 1 support during lunches and in social skills groups. These strategies have already shown a positive impact on student behavior. We have seen a significant decrease in the number of suspensions from the 2023–2024 school year to the current 2024–2025 school year. So far this year, we've had 21 suspensions, compared to 42 suspensions last year—representing a 50% reduction. decrease in suspensions so far this school year (2024-2025).

3. Our goal for the 2025-2026 school year is to reduce our suspensions by 20%. We will continue to strengthen restorative practices and Tier 1 supports to reduce student suspensions and support positive student behavior. We anticipate these strategies will also lead to a continued decrease in the number of student groups performing in the red and orange performance levels.

# 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 2025 exam administration.

## 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 2025-2026 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.

84% of our students scored in the "Standard Not Met" or "Standard Nearly Met" categories on the CAASPP exam. Longwood School hopes to continue to make gains on the 2025 CAASPP administration comparatively with the 2024 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 2025 results.

Longwood will be using the following data to measure student achievement
- 2024-2025 school year CAASPP test results
- Formal and informal teacher created assessments
- Growth made through our Fountas and Pinnell and/or Fastbridge reading assessments.

Utilizing the CAASPP data from the 2023-2024 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 continue funding a 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 2025-2026 school year, at least 50% of the student population will increase in at least one reading 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 2025-2026 school year all students enrolled in Lexia will make progress in the Lexia program based on their original placement. |
| Improved achievement on the 2025 CAASPP examination | Longwood currently has 16% of the total student population scoring at the levels of Standard Met or Standard Exceeded. | By the 2025 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 | 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.<br><br>We will use student data from formal and informal assessments to determine students that would benefit from:<br>• Tier 1 intervention groups (within classroom)<br>• Use of COST team results in order to plan for next steps for individual students with both academic and emotional needs<br>• Use of software programs like Lexia and IXL to support student learning at their individual academic levels.<br>• 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. | Provide ongoing supports for all students | 48,213.19<br>Title I<br><br>Bilingual Para Educator<br>9,000<br>Title I<br><br>Lexia Core 5 Software Program<br>2,050<br>LCFF Supplemental and Concentration Funds<br><br>Lexia Core 5 Software Program<br>1,000<br>LCFF Supplemental and Concentration Funds<br><br>Instructional Materials/Books |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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.

During the 2024–2025 school year, Longwood successfully implemented its planned strategies and activities, focusing on student well-being and foundational academic support. While academic results didn't fully meet expectations, the school made progress in creating a supportive environment that lays the groundwork for future achievement. Bilingual Paraeducators served a combined 84 students weekly, and the Lexia program was actively used in class and after school to build reading skills. The school also expanded its culturally relevant book collection. Although the first and third goals were not met and will carry over into 2025–2026, progress was made toward the Lexia-related goal.

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.

Due to budget cuts for the 2025–2026 school year, Longwood will reduce support staff, retaining only one part-time Bilingual Paraeducator for in-school intervention. After-school intervention programs will no longer be funded, but the school remains committed to providing support and interventions during the school day.

# 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 2025 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 2025-2026 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 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 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.
>
> Overall about 12% of our students met or exceeded the standards on the CAASPP exam. 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 2025. 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 2025 CAASPP administration comparatively with the 2024 data. Longwood would like to make a 5% 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. This year we were able to provide support in person and are fortunate to continue this partnership next year.
> Longwood will be using the following data to measure student achievement:
> - 2024-2025 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 2025 CAASPP examination | Longwood currently has 12% of the total student population scoring at the levels of Standard Met or Standard Exceeded. | By the 2025 CAASPP administration Longwood will increase the number of students scoring at Standard Met or Standard Exceeded by 5%. |
| 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 2025-2026 school year at least 60% of students will show growth in math readiness based on district benchmark assessments. |
| 6th students will be prepared for 7th grade math | Baseline data to be collected this year. | At the time of the 7th grade math placement test in 2026, 15% 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 | 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.<br><br>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. ILT will continue using backwards planning to enhance instruction. Staff will focus on key foundational concepts to help accelerate student growth, and test-taking strategies will be incorporated into the daily schedule.<br><br>Would you like this rewritten in a more formal or informal tone?<br><br>We will use student data from formal and informal assessments to determine students that would benefit from:<br>• Tier 1 intervention groups (within classroom)<br>• Use of COST team results in order to plan for next steps for individual students<br>• Saturday Math Academy Tutoring Program<br>• Online Programs (such as IXL) | Longwood students will have opportunities to engage with math content through traditional and multidisciplinary ways. | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 successfully implemented all strategies and activities from last year's plan, including the Saturday Math Academy, which had consistent attendance from 20–25 students. The school plans to continue and expand the program in the upcoming school year.

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 5% 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.

According to the English Learner Progress Indicator (ELPI) on the California Dashboard, our English Learners we have seen an increase in the percent of students making at least one level of growth in one year. In 2023, we had 37.4% of our English Learners making one level of progress compared to 46.4% in 2024. That puts us just shy of our 50% goal. 42.5% maintained their level in 2023 compared to 36.2% maintained their level in 2024. 20.1% decreased one level in 2023 compared to 17.4% in 2024. This shows a positive shift towards more students making progress.

 Longwood will be focused on reducing the number of Long Term English Learners by 25%. 54% of our student population is English Language Learners. Of our 278 ELs, 32 are Long Term English Learners. 166 ELs are in primary grades (K-3), while 106 are in intermediate grades (4-6). Longwood is committed to working to reclassify at least 5% 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 inform us in attaining 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


Longwood expects to continue reclassifying at least 5% 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.

During this current school year, Longwood reclassified 15 students as Fluent English Proficient, in grades 1-6. This means Longwood did not meet last year's goal of reclassifying at least 10% of its English Learner population. We reclassified approximately 5.3% of our EL student population. Due to no meeting our 10% reclassification goal in the last two school years, we are setting a more attainable goal for the 2025-2026 school year (5%). Since we have seen an increase of the percentage of students moving one level, we are confident that we will be able to reach our reclassification goals with our 2025 ELPAC and 2025 CAASPP administrations. 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 13 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 32 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 then 5 students in grades 1-3.  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 5% of the EL students in grades K-3rd. |

## 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 | 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:<br><br>• Daily, documented English Language Development (minimum of 45 minutes daily; 30 minutes daily for kinder)<br>• District approved instructional materials used for ELD and primary language instruction/support<br>• Use the strategy of integrated ELD with ongoing monitoring of various techniques and multiple opportunities for students to speak/use language in the classroom<br><br>The monitoring process will/may include:<br>• Annual ELPAC test in Spring<br>• ELD Unit tests<br>• Curriculum embedded assessments<br>• EL Monitoring process through the ELD Report Card (Catch Up Plans)<br>• COST meetings<br>• LRTs (Language Review Teams)/SSTs (Student Success Team)<br>• Targeted Intervention for Long Term and Newcomer English Learners | Create ongoing supports for all English Learners at Longwood | 1,000<br>LCFF Supplemental and Concentration Funds<br><br>Instructional Materials/Books |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 2024-2025 school year, we were able to implement all strategies indicated in the prior year's SPSA. We utilized our Bilingual Paraeducators and our Intervention teachers 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.

Due to the recent district budget cuts, we will not be able to fund a second bilingual paraeducator as we did this school year. However, we will continue intervention classes to support our EL students in making progress. We anticipate that this will continue to help us reach our goals.

# 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 will produce a school musical that the students perform for their fellow schoolmates and the community at-large.  Additionally, we will be hosting 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 a school musical and supplies for art projects.  For the  2025-2026 school year we will continue grade level funding for arts education in 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 Talent Show | Continue supporting a school talent show. | In the spring of 2026, 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 | 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.<br><br>Longwood will have ongoing art projects throughout the school year and will provide opportunities for performing arts via the talent show in the spring. Additionally, Longwood hosts choir and instrumental music concerts twice a year.<br><br>Over the years we have been building our music program here at Longwood through grades 1-6, including our special education classes. Students participate in weekly general music classes where they have opportunities to learn how to read music, work towards rhythmic proficiency, and learn how to sing chorally. Furthermore, our 5th and 6th grade students have the opportunity to participate in choir and instrumental music.<br><br>We have also had an art lead teacher who has provided monthly themed art activities and artist studies, an Art Show in May, purchased art supplies based on teacher feedback, facilitated whole school art projects, organized an annual Earth Day art contest, organized the Art is Education opportunities (communicated with teachers, selected winners, communicated with families, attended the City Hall events) created a display wall in the cafeteria for all to use, created a space to post monthly artwork for each grade in the office, collaborated with grade levels on different projects, and attended monthly district meetings. | 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.] | 2,500 LCFF Supplemental and Concentration Funds<br><br>Grade Level Funding for Arts Education |
| 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

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 2024-2025 school year. A musical production of "Finding Nemo" was produced and performed. Students consistently participated in a variety of visual art projects throughout the year. The Longwood Art Show will be 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. Due to the district budget cuts, we had to decrease our amount of funding for the arts. We will not be able to fund a musical production for next school year and our art supply funds have been decreased. However, we anticipate continued opportunities for our students to engage in the arts through our Proposition 28 plan and integrated arts throughout the day, as well as our music program.

# 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 continue with 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 students 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 and staff meetings
- Review bullying/ intimidation referral data at the Restorative Justice 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) Tier 1, 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.

According to the California Dashboard data, overall suspensions increased by 1.4% last school year (2023-2024). Our English Learners (increase of 2.8%) and Hispanic students (increase of 2.6%) were the two student groups in red. Suspensions decreased among several student groups, including African American students (down 11.9%), students of Two or More Races (down 2.5%), and Filipino students (down 5%). This school year (2024-2025) we have seen a decrease in suspensions. So far this year, we've had 21 suspensions, compared to 42 suspensions last year— representing a 50% reduction.

This school year (2024-20250, we've seen an increased need for student mental health services. Our COST data shows 90 students were connected to on-campus counseling support. Additionally, 25 referrals were made to outside services through Care Solace, though few families were able to engage. This highlights the importance of accessible, school-based support. Currently, we have one full-time SEL counselor, a county intern counselor, and a Seneca counselor. We plan to maintain and strengthen these supports in the 2025–2026 school year to meet ongoing student needs.

Students continue to develop emotional regulation and problem-solving skills. This year, social media challenges that began at home often carried over into school, creating additional behavioral concerns. In response, we plan to address these issues more directly next year. While in-school suspension was used for more serious behaviors, we prioritized keeping students in school by implementing PBIS strategies, restorative practices, and peer conflict resolution. These approaches have helped reduce extreme behavioral incidents. Although there is still room for growth, the decline in major behavior challenges shows positive progress.

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. 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 2025-2026 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 brought many 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 | Longwood School will continue to implement different ways to regularly celebrate positive behavior:<br>• PRIDE Alert / Red Alert system<br>• School Musical Performance<br>• Awards assemblies each trimester for academics, positive attendance, and citizenship<br>• Assemblies with Community Partners<br>• Monday morning announcements and PRIDE Alert prize winners<br>• PRIDE Paw raffle winners<br>• Community involvement through Read-in events<br>• Literacy Night<br>• School Art Show<br>• Science Night<br>• Talent Show<br>• Lunchtime soccer tournament/ Intramural Flag Football<br>• School Concerts for both vocal and instrumental music<br>• Field Day<br>• Garden Club<br>• Spirit Week<br>• Student Council<br>• Changemakers Club<br>• Lunch bunch<br>• Snack pack<br>• Restorative Circles<br>• Solution Team<br>• Student led recess equipment check out system<br>• Student led organized games at recess<br>• Lunch activities (menu) for an alternative to outdoor recess | Longwood will provide teachers and staff with additional resources and professional development in Social-Emotional Learning and Restorative practices in our attempts to improve student behavior outcomes. | 1,260<br>LCFF Supplemental and Concentration Funds<br><br>Bringing Experiences to Longwood<br>740<br>Title I<br><br>Bringing Experiences to Longwood<br>7,000<br>LCFF Supplemental and Concentration Funds<br><br>Study Trip Fund |

| | • After school clubs (Chicas Corriendo, Soccer club, etc.)<br>• Community Circles<br>• Calm Spaces<br><br>In addition, Longwood has implemented Tier 1 practices of the 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 continue our Restorative Justice Committee that will work in conjunction with our PBIS strategies. We will continue to offer training opportunities and support with implementing tier 1 restorative justice practices, such as, community circles. Additionally, we will be bringing different assemblies and speakers to Longwood next year. We are also allocating funds to support study trips that are sure to get the students excited about being in school.<br><br>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. Next year, we will continue our work with the Changemakers club where student leaders teach monthly coping strategies to students schoolwide. This will allow students to develop better coping skills and get involved in less altercations. Our SEL counselor and counseling team will continue to provide support in implementing tier 1 SEL practices, such as, Lunch bunch/snack pack, classroom lessons and resources, community circles, solution teams, emotional regulation strategies and restorative practices. Our restorative justice team will continue support our site's implementation of restorative practices (community circles, calm spaces, etc.) | | |
|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 2024-25**

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's school culture and climate continue to improve as we provide diverse cultural and academic experiences for students. This year, we hosted Community Read-Ins, student assemblies, and study trips to places like the California Academy of Sciences and the Children's Discovery Museum. We also held behavior expectations assemblies to reinforce positive conduct. These events were well-received by students and contributed to a more engaging school environment.

Despite these efforts, challenges remain. Many students still require behavioral, mental, and emotional support. We continue to address peer conflicts through regular restorative circles and are working to equip teachers with strategies to

support students both in and out of the classroom. While suspensions have occurred for serious behavior violations, we strive to support students and families in making positive changes.

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 2025-2026 school year, we will continue building on this year's goals by expanding Tier 1 supports schoolwide. This includes professional development for staff in restorative practices (e.g., community circles), ongoing student-led monthly calming techniques, and Tier 1 support from our SEL counselor during lunches and in social skills groups. Our aim is to see a continued decrease in suspensions and unsafe student behavior.

# 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. 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 2024-2025 school year, we noticed many of our families continued to require 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 and resources. 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 (SSTs and 504 Plans). 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 is used to fund a Community Schools Specialist who will provide support to the COST team and assist FES in locating community resources for families.

## 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 | Longwood School is dedicated to increase family involvement and work hand in hand with parents and other community members in order to successfully host the following activities in the coming school year:<br>• Parent Education classes (ex: supporting students with homework, reading, restorative practices, etc.)<br>School events<br>• Alameda County Food Bank Free Food Distribution<br>• Ally Weeks<br>• Literacy Night<br>• Art Show<br>• Volunteer opportunities<br>• Family Science Night<br>• SSC meetings<br>• Monthly ELAC meetings<br>• Back to School Night<br>• Open House<br>• Awards Assemblies<br>• Coffee with the Principal meetings<br><br>We are planning to use the following measures to communicate with families about events and support for students at Longwood:<br><br>• Family Engagement and Outreach Specialist support<br>• School Bulletins<br>• Longwood Website<br>• Yearly calendar of events sent home and available on the website<br>• Calls, emails, and/or text messages before events | Longwood will provide opportunities for families to participate in school activities by offering more flexible timing, translation, and more emphasis on student focused topics of discussion, such as academics and behavior. | 2,600<br>LCFF Supplemental and Concentration Funds<br><br>SST/504 Substitute Teacher Fund<br>1,000<br>LCFF Supplemental and Concentration Funds<br><br>Interpretation<br>610<br>LCFF Supplemental and Concentration Funds<br><br>Family Volunteer Fingerprint Fund<br>1,200<br>LCFF Supplemental and Concentration Funds<br><br>Workshops for Families |

| | | • Calls, emails, and/or text messages regarding events occurring during the week when Necessary<br>• Parent-teacher conferences<br>• EL survey sent home each Spring<br>• Meetings such as SSC and ELAC will contain announcements and information to better inform parents of academic and social happenings at Longwood<br>• Coffee with the Principal meetings will address a variety of topics necessary for the academic success of the students.<br>• Elections at the beginning of each school year for ELAC and SSC.<br>• Hand out invitations for events during drop off and pick ups<br>• Longwood's social media account<br>• Utilize parent ambassador and family volunteers to inform the community | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 various school and community events, we successfully achieved our goal of enhancing parent engagement this year. We introduced several new events, including a Winter Potluck, a Love Languages Workshop, a Self-Love Workshop, an Ice Cream Social, a Day of the Dead Night, an Eid Celebration, and a Body Boundaries and Consent Workshop. Additionally, we consistently held our "Coffee with the Principal," as well as School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings throughout the year.

Although we have made progress, we understand that much work remains to help parents build confidence and equip them with strategies to support their children in all areas of life. This continues to be an area for growth, and we look forward to engaging with our community to the best of our ability.

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 will continue to expand opportunities to support our families in their involvement in the Longwood School community. Additionally, we aim to provide them with the skills needed to support their children at home for academic success, as well as for behavioral and emotional health.

# 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 5% in the 2025-2026 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 chronic absenteeism rate has decreased from the 2023- 2024 school year of having 47.90% chronically absent students to the 2024-2025 school year of 29.6% students chronically absent. Although we have shown a 38% decrease, 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.

Last school year, we had a percentage of 91.3% students in attendance in comparison to 92.12% this school year (2024-2025). 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 192 letters to families for their "1st Notification of Truancy (3+ events.)" We have sent out 86 letters for the "2nd Notification of Truancy (6+ events)" and 19.27% of those second notice letters have resulted in over- the-phone conferences and subsequent attempts to engage students having sent 10 "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 92.12% overall attendance for the 2024-2025 school year. | Increase in overall attendance by 4.88% 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 | 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.<br><br>Task:<br>• For next school year Longwood will distribute monthly perfect attendance awards to students with zero absences, tardies and early pull-outs.<br>• Perfect attendance recognized at each trimester awards ceremony.<br>• Daily phone calls home made by attendance clerk to families of absent students.<br>• Truancy meetings between Principal or Assistant Principal and parents of students who are truant or at risk of truancy.<br>• COST meetings to discuss students who display chronic tardiness or attendance issues.<br>• Referral of chronically absent students to CWA (Child Welfare and Attendance) for further inquiry.<br><br>Measures:<br>• Present the importance of school attendance to students.<br>• Attendance reports from Infinite Campus. (Student Information System)<br>• Communicate the importance of attendance to the parent community at large by holding informational meetings to inform parents of the attendance system. | Improvement of Attendance | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 meet our goal of 10%, Longwood continues to increase in our daily attendance percentage. This is a positive trend.  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 | $65,325.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $78,173.19 |
| 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 ($) |
|---|---|
| Title I | $57,953.19 |

Subtotal of additional federal funds included for this school: $57,953.19

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 | $20,220.00 |

Subtotal of state or local funds included for this school: $20,220.00

Total of federal, state, and/or local funds for this school: $78,173.19

# 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 | 20,273 | 53.00 |
| Title I | 57,954 | 0.81 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF Supplemental and Concentration Funds | 20,220.00 |
| Title I | 57,953.19 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
|  | 1,260.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
|  | LCFF Supplemental and Concentration Funds | 20,220.00 |
|  | Title I | 57,953.19 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 60,263.19 |
| Goal 3 | 1,000.00 |
| Goal 4 | 2,500.00 |
| Goal 5 | 9,000.00 |
| Goal 6 | 5,410.00 |

# 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 |
| Yesenia Villa | Parent or Community Member |
| Blanca Valverde | Parent or Community Member |
| Jessenia Avelica | Parent or Community Member |
| Alexandria Lopez | Parent or Community Member |
| Yoon Mitchell | Other School Staff |
| Thomas Parker | Classroom Teacher |
| Laura Romero | Classroom Teacher |
| Binh Dao | Classroom Teacher |
| Muna Bishr | 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** |
|---|---|

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 28, 2025.

Attested:

| | |
|---|---|
| *Muna Bishr (signature)* | Principal, Muna Bishr on Tuesday, April 29,2025 |
| *Gaby McVay (signature)* | SSC Chairperson, Gaby McVay, Parent on Thursday, May 1 |
| *Yesenia Villa (signature)* | ELAC Representative, Yesenia Villa on Tuesday, April 29,2025 |