



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	May 18, 2026	June 24, 2026

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.

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Plan Description

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

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Schoolwide Program

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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. 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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Looking at the current dashboard data there are no areas that have been classified as Red. In the Orange category there are two areas identified. Those areas are English Language Arts and English Learner Progress. The remainder of the CAASPP areas are classified as Yellow. All of these areas will be addressed in this 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.

Although we had two areas in Orange, as a whole we are making progress. In our previous school year, English Language Arts was in the red area. Additionally, we increased to Yellow in Math after being Orange the previous school year. We will continue to focus on providing support for our students in all areas and our funding priorities will show that.

Other Needs

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

We will be refocusing our intervention program to utilize more small group instruction, as well as, utilize various software programs to track our progress. In addition, to the CAASPP we will use our Fastbridge assessments to monitor our English Language Arts progress for students in grades K-2. We are still working on common assessments district wide to monitor our math progress for students across all grade levels.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.20%	%	0.20%	1		1
African American	3.59%	2.51%	1.78%	18	13	9
Asian	6.18%	6.58%	7.89%	31	34	40
Filipino	3.59%	3.68%	3.75%	18	19	19
Hispanic/Latino	78.88%	78.34%	77.71%	396	405	394
Pacific Islander	2.79%	4.26%	3.94%	14	22	20
White	1.79%	2.32%	2.37%	9	12	12
Multiple/No Response	2.99%	2.13%	2.17%	15	11	11
Total Enrollment				502	517	507

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	65	67	59
Grade 1	74	63	71
Grade 2	64	75	68
Grade 3	70	67	73
Grade 4	68	75	70
Grade 5	80	77	76
Grade 6	63	73	70
Total Enrollment	502	517	507

Conclusions based on this data:

1. Longwood's enrollment has remained stable over the past two years, averaging between 500–530 students. In 2025-2026 our enrollment has fluctuated between 505 and 520 throughout the school year. We continue to be committed to support increased enrollment at Longwood. In the 2025-2026 school year we added another Special Education SDC class which supported increased enrollment. Consequently, several district factors and birth rates

in Alameda County and California have affected the enrollment over the past several years. Attendance efforts continue throughout the district are in place and continue to be implemented, this effort includes Longwood.

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. We rebounded a bit in 2024-2025 to 73 students and in 2025-2026 we have 70 6th grade students which is a negligible change.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	258	265	259	52.3%	51.4%	51.1%
Fluent English Proficient (FEP)	70	73	75	16.4%	13.9%	14.8%
Reclassified Fluent English Proficient (RFEP)				11.5%		

Conclusions based on this data:

1. This past year, we noticed a decrease in enrollment of about 20 students. In the 2024-2025 school year there were 265 English Learners enrolled. This past year, 2025-2026 we had 259 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 2024-2025 school year, we reclassified 8.8% of our ELs (24 students). This year, 2025-2026 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 2026-2027 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	71	65	66	68	62	66	68	61	100.0	95.8	95.4
Grade 4	82	74	74	77	68	72	77	68	72	93.9	91.9	97.3
Grade 5	75	85	78	74	81	75	74	81	75	98.7	95.3	96.2
Grade 6	80	68	73	80	68	73	80	68	73	100.0	100	100
All Grades	303	298	290	297	285	282	297	285	281	98.0	95.6	97.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2336.	2333.	2330.	4.55	2.94	4.92	12.12	8.82	11.48	24.24	19.12	22.95	59.09	69.12	60.66
Grade 4	2377.	2388.	2378.	6.49	7.35	4.17	11.69	13.24	11.11	14.29	14.71	20.83	67.53	64.71	63.89
Grade 5	2414.	2400.	2433.	4.05	8.64	9.33	20.27	9.88	22.67	12.16	12.35	12.00	63.51	69.14	56.00
Grade 6	2460.	2446.	2470.	3.75	4.41	6.85	17.50	11.76	17.81	31.25	25.00	32.88	47.50	58.82	42.47
All Grades	N/A	N/A	N/A	4.71	5.96	6.41	15.49	10.88	16.01	20.54	17.54	22.06	59.26	65.61	55.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.55	4.41	4.92	50.00	55.88	50.82	45.45	39.71	44.26
Grade 4	3.90	7.35	4.17	50.65	51.47	54.17	45.45	41.18	41.67
Grade 5	9.46	4.94	10.67	45.95	51.85	45.33	44.59	43.21	44.00
Grade 6	7.50	0.00	6.85	48.75	45.59	54.79	43.75	54.41	38.36
All Grades	6.40	4.21	6.76	48.82	51.23	51.25	44.78	44.56	41.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.52	3.03	3.28	34.85	34.85	39.34	63.64	62.12	57.38
Grade 4	5.19	4.92	1.43	38.96	45.90	35.71	55.84	49.18	62.86
Grade 5	4.05	4.94	9.33	36.49	33.33	48.00	59.46	61.73	42.67
Grade 6	3.80	5.88	5.63	37.97	45.59	46.48	58.23	48.53	47.89
All Grades	3.72	4.71	5.05	37.16	39.49	42.60	59.12	55.80	52.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.03	0.00	1.64	71.21	73.53	55.74	25.76	26.47	42.62
Grade 4	3.90	2.94	1.39	61.04	57.35	59.72	35.06	39.71	38.89
Grade 5	5.41	3.70	5.33	63.51	54.32	61.33	31.08	41.98	33.33
Grade 6	12.50	7.35	1.37	68.75	55.88	79.45	18.75	36.76	19.18
All Grades	6.40	3.51	2.49	65.99	60.00	64.41	27.61	36.49	33.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.06	7.35	0.00	46.97	54.41	57.38	46.97	38.24	42.62
Grade 4	5.19	7.35	2.78	48.05	55.88	68.06	46.75	36.76	29.17
Grade 5	4.05	7.41	8.00	54.05	45.68	56.00	41.89	46.91	36.00
Grade 6	3.75	4.41	5.48	71.25	61.76	64.38	25.00	33.82	30.14
All Grades	4.71	6.67	4.27	55.56	54.04	61.57	39.73	39.30	34.16

Conclusions based on this data:

- Overall, scores in the CASSPP ELA showed a positive trend upward in the 24-25 school year. From the 23-24 to 24-25 school year overall CASSPP ELA score showed an increase of 0.45% in the number of students Exceeding Standards, a 5.13% increase of students Meeting Standards, a 4.52% increase in students Nearly Meeting Standards, and a 10.09% decrease in student Not Meeting Standards. I believe this can be attributed to our

comprehensive intervention program where we had reading intervention support for students in grades 1st-6th. These supports proved integral in our students making these modest but important improvements.

2. Our biggest gains came from our 5th and 6th grade students. There overall average scale scores improved considerably. Our 5th grade students improved by 33.4 points. Our 6th grade students 24 points. Seeing that this was one of the first times we offered intervention to our 5th and 6th grade students, it is clear that the intervention support directly contributed to these gains. Both 3rd and 4th grade showed a decline in their average scale score, but our growth from 5th and 6th grade outpaced those decreases by quite a bit.
3. In the individual categories, Longwood showed improvement in the Reading and Writing sections, similar to what was presented earlier with increases in percentages of students performing Above, At or Near Standard and a decrease in student Below Standard. In Listening and Research/Inquiry we had mixed results. There was a decrease in the percentage students Above Standard, an increase in students At or Near Standard, and a decrease in students Below Standard. In the 25-26 school year we are hoping to make gains across the board, however, due to budget constraints, our intervention program has been significantly scaled down and our intervention support of students in grades 3-6 was unable to be funded.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	71	65	66	67	64	65	65	63	100.0	94.4	98.5
Grade 4	82	74	74	82	73	71	82	73	70	100.0	98.6	95.9
Grade 5	75	85	78	74	78	73	74	78	73	98.7	91.8	93.6
Grade 6	80	68	73	79	68	73	79	68	73	98.8	100	100
All Grades	303	298	290	301	286	281	300	284	279	99.3	96	96.9

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2351.	2363.	2360.	0.00	1.54	3.17	15.38	9.23	12.70	27.69	32.31	28.57	56.92	56.92	55.56
Grade 4	2389.	2391.	2403.	4.88	0.00	0.00	9.76	8.22	10.00	26.83	28.77	37.14	58.54	63.01	52.86
Grade 5	2414.	2418.	2431.	9.46	5.13	2.74	6.76	10.26	9.59	12.16	23.08	23.29	71.62	61.54	64.38
Grade 6	2429.	2428.	2442.	2.53	4.41	6.85	5.06	8.82	9.59	24.05	11.76	20.55	68.35	75.00	63.01
Grade 11															
All Grades	N/A	N/A	N/A	4.33	2.82	3.23	9.00	9.15	10.39	22.67	23.94	27.24	64.00	64.08	59.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.54	1.56	3.17	43.08	43.75	47.62	55.38	54.69	49.21
Grade 4	6.10	2.74	4.29	28.05	34.25	38.57	65.85	63.01	57.14
Grade 5	8.11	7.69	4.11	27.03	34.62	35.62	64.86	57.69	60.27
Grade 6	2.53	4.41	5.48	27.85	23.53	31.51	69.62	72.06	63.01
Grade 11									
All Grades	4.67	4.24	4.30	31.00	33.92	37.99	64.33	61.84	57.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.62	3.08	7.94	38.46	47.69	33.33	56.92	49.23	58.73
Grade 4	6.10	1.37	4.29	37.80	36.99	41.43	56.10	61.64	54.29
Grade 5	4.05	6.41	4.11	28.38	39.74	39.73	67.57	53.85	56.16
Grade 6	0.00	1.47	4.11	41.77	29.41	38.36	58.23	69.12	57.53
All Grades	3.67	3.17	5.02	36.67	38.38	38.35	59.67	58.45	56.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.62	0.00	3.17	52.31	61.54	47.62	43.08	38.46	49.21
Grade 4	6.10	2.74	0.00	48.78	47.95	51.43	45.12	49.32	48.57
Grade 5	8.11	1.28	2.74	43.24	43.59	49.32	48.65	55.13	47.95
Grade 6	2.53	4.41	2.74	48.10	57.35	56.16	49.37	38.24	41.10
All Grades	5.33	2.11	2.15	48.00	52.11	51.25	46.67	45.77	46.59

Conclusions based on this data:

1. The math portion of the CAASPP exam was challenging for most students. Although, it was challenging, Longwood still saw increases in scores in both the computer adaptive and performance task portions of the exam. Overall students Exceeding Standards improved from the 23-24 school year to the 24-25 school year by a modest 0.4% from 2.82%- 3.23%. Students Meeting Standards improved 1.24% from 9.15%- 10.39%. Students Nearly Meeting Standard increased 3.3% from 23.94%- 27.24%. Student Not Meeting Standards decreased 4.94% from 64.08%- 59.14%. Even though Longwood's overall scores were lower than desired, the improvement is always, however modest, a welcome site. Longwood hopes to continue to improve the percentages incrementally in the 25-26 school year.
2. The average scale scores on the math exam showed and overall increase. 3rd grade students decreased their average scale score slightly by 2.8 points. 4th grade students increased their average scale score by 11.4 points. 5th grade students increased their average scale score by 13.4 points. Lastly, 6th grade students increased their average scale scores by 13.9 points. Longwood will continue to support students in teachers so the further gains can be realized.
3. The performance task portion of the CAASPP exam evaluates students in Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. Longwood students showed overall increases in the percentage of students Above at or Near standards in each of those areas with the exception of the

At or Near percentage of Communicating Reasoning. There was a decrease in students Below Standard in all areas, again with the exception of Communicating reasoning where there was a slight increase. Longwood will continue to work on supporting students with growth and improvement in Math through our Saturday Math Academy for our 4th-6th grade students and through targeted instruction in the classroom.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) 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												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1397.3	1389.4	1375.1	1402.4	1399.1	1383.0	1385.1	1366.7	1356.3	56	45	45
1	1404.3	1400.0	1411.0	1420.9	1424.8	1416.5	1387.3	1374.6	1405.0	41	44	36
2	1469.2	1422.6	1457.9	1480.9	1426.7	1466.9	1457.1	1418.0	1448.5	47	43	45
3	1473.6	1471.9	1455.2	1474.0	1482.8	1448.6	1472.5	1460.5	1461.3	38	42	39
4	1476.8	1487.1	1504.3	1479.7	1489.1	1507.8	1473.4	1484.7	1500.1	43	38	44
5	1505.0	1508.7	1505.9	1500.6	1520.3	1511.7	1509.0	1496.6	1499.7	39	39	34
6	1506.2	1483.3	1518.9	1516.4	1478.7	1515.6	1495.5	1487.3	1521.8	22	26	33
All Grades										286	277	276

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.07	8.89	0.00	25.00	22.22	22.22	32.14	33.33	35.56	26.79	35.56	42.22	56	45	45
1	2.44	0.00	8.33	17.07	36.36	11.11	36.59	29.55	41.67	43.90	34.09	38.89	41	44	36
2	8.51	2.33	8.89	42.55	18.60	37.78	31.91	41.86	31.11	17.02	37.21	22.22	47	43	45
3	5.26	2.38	0.00	34.21	42.86	15.38	26.32	30.95	43.59	34.21	23.81	41.03	38	42	39
4	4.65	10.53	20.45	27.91	31.58	34.09	34.88	34.21	27.27	32.56	23.68	18.18	43	38	44
5	15.38	17.95	11.76	33.33	30.77	35.29	35.90	28.21	26.47	15.38	23.08	26.47	39	39	34
6	9.09	11.54	9.09	27.27	34.62	39.39	31.82	19.23	39.39	31.82	34.62	12.12	22	26	33
All Grades	9.09	7.22	8.33	29.72	30.69	27.90	32.87	31.77	34.78	28.32	30.32	28.99	286	277	276

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	13.33	0.00	28.57	15.56	24.44	32.14	31.11	31.11	26.79	40.00	44.44	56	45	45
1	9.76	22.73	5.56	29.27	22.73	19.44	31.71	29.55	30.56	29.27	25.00	44.44	41	44	36
2	27.66	6.98	22.22	36.17	25.58	33.33	23.40	39.53	28.89	12.77	27.91	15.56	47	43	45
3	18.42	30.95	7.69	42.11	40.48	30.77	21.05	9.52	30.77	18.42	19.05	30.77	38	42	39
4	25.58	31.58	40.91	34.88	42.11	27.27	23.26	7.89	22.73	16.28	18.42	9.09	43	38	44
5	20.51	41.03	38.24	51.28	35.90	32.35	17.95	12.82	8.82	10.26	10.26	20.59	39	39	34
6	27.27	30.77	30.30	31.82	26.92	45.45	22.73	7.69	18.18	18.18	34.62	6.06	22	26	33
All Grades	19.58	24.55	20.29	36.01	29.60	30.07	25.17	20.94	25.00	19.23	24.91	24.64	286	277	276

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		4.44	0.00		20.00	8.89		51.11	68.89		24.44	22.22		45	45
1		0.00	2.78		13.64	25.00		38.64	25.00		47.73	47.22		44	36
2		2.33	4.44		18.60	33.33		20.93	26.67		58.14	35.56		43	45
3		0.00	0.00		11.90	10.26		42.86	41.03		45.24	48.72		42	39
4		0.00	4.55		21.05	31.82		23.68	31.82		55.26	31.82		38	44
5		2.56	0.00		20.51	17.65		30.77	47.06		46.15	35.29		39	34
6	0.00	3.85	0.00	9.09	19.23	24.24	36.36	30.77	45.45	54.55	46.15	30.30	22	26	33
All Grades	4.20	1.81	1.81	18.88	17.69	21.74	32.17	34.66	40.94	44.76	45.85	35.51	286	277	276

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	13.33	0.00	60.71	48.89	82.22	26.79	37.78	17.78	56	45	45
1	14.63	29.55	19.44	63.41	47.73	63.89	21.95	22.73	16.67	41	44	36
2	14.89	9.30	22.22	74.47	65.12	60.00	10.64	25.58	17.78	47	43	45
3	13.16	26.19	2.56	47.37	50.00	51.28	39.47	23.81	46.15	38	42	39
4	13.95	18.42	29.55	55.81	65.79	47.73	30.23	15.79	22.73	43	38	44
5	10.26	17.95	14.71	74.36	66.67	61.76	15.38	15.38	23.53	39	39	34
6	9.09	11.54	6.25	59.09	46.15	71.88	31.82	42.31	21.88	22	26	32
All Grades	12.94	18.41	13.82	62.59	55.96	62.55	24.48	25.63	23.64	286	277	275

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.86	20.00	0.00	48.21	40.00	46.67	33.93	40.00	53.33	56	45	45
1	14.63	20.45	5.56	51.22	56.82	44.44	34.15	22.73	50.00	41	44	36
2	53.19	16.28	22.22	38.30	55.81	62.22	8.51	27.91	15.56	47	43	45
3	31.58	42.86	28.21	55.26	40.48	41.03	13.16	16.67	30.77	38	42	39
4	34.88	55.26	50.00	48.84	21.05	38.64	16.28	23.68	11.36	43	38	44
5	58.97	69.23	70.59	30.77	20.51	11.76	10.26	10.26	17.65	39	39	34
6	45.45	46.15	59.38	40.91	19.23	37.50	13.64	34.62	3.13	22	26	32
All Grades	35.31	37.18	32.00	45.10	37.91	41.45	19.58	24.91	26.55	286	277	275

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.71	6.67	0.00	60.71	62.22	66.67	28.57	31.11	33.33	56	45	45
1	7.32	11.36	13.89	24.39	52.27	30.56	68.29	36.36	55.56	41	44	36
2	10.64	0.00	4.44	48.94	48.84	64.44	40.43	51.16	31.11	47	43	45
3	2.63	0.00	0.00	39.47	40.48	28.21	57.89	59.52	71.79	38	42	39
4	0.00	0.00	2.27	30.23	44.74	61.36	69.77	55.26	36.36	43	38	44
5	7.69	7.69	5.88	51.28	43.59	44.12	41.03	48.72	50.00	39	39	34
6	0.00	0.00	9.09	13.64	26.92	27.27	86.36	73.08	63.64	22	26	33
All Grades	6.29	3.97	4.71	41.26	46.93	47.83	52.45	49.10	47.46	286	277	276

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.14	22.22	22.22	41.07	53.33	55.56	26.79	24.44	22.22	56	45	45
1	0.00	0.00	8.33	51.22	52.27	58.33	48.78	47.73	33.33	41	44	36
2	10.87	2.33	8.89	56.52	55.81	53.33	32.61	41.86	37.78	46	43	45
3	13.16	0.00	2.56	52.63	78.57	69.23	34.21	21.43	28.21	38	42	39
4	4.65	10.53	11.36	46.51	63.16	65.91	48.84	26.32	22.73	43	38	44
5	15.38	15.38	0.00	56.41	46.15	64.71	28.21	38.46	35.29	39	39	34
6	4.55	30.77	16.13	77.27	30.77	83.87	18.18	38.46	0.00	22	26	31
All Grades	12.98	10.47	10.22	52.28	55.60	63.50	34.74	33.94	26.28	285	277	274

Conclusions based on this data:

- 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 1st, 2nd, and 4th

grades. In addition, there was an increase in the percentage of students who scored at a Level 3 in grades 2, 4, and 5. There was a decrease in students who scored a Level 1 in grades 2, 4, and 6. This data 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 4.71% of students schoolwide scored in the "well developed" range. Alternatively, 47.46% scored in the "beginning" range. Both were modest increases, but still leaves us with a lot of work to do. In the Writing Domain only 10.22% of students schoolwide scored in the "well developed" range. However, 63.5% of students schoolwide scored in the "Somewhat/Moderately" range. This gives us an opportunity to focus on supporting those students so they can get closer to reclassification. 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. Next year, we will also be purchasing RAZ Plus ELL to support teachers with their designated and integrated ELD instruction. 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 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
517	84.1%	51.3%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	265	51.3%
Foster Youth	0	0.0%
Homeless	18	3.5%
Socioeconomically Disadvantaged	435	84.1%
Students with Disabilities	71	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.5%
American Indian	0	0.0%
Asian	34	6.6%
Filipino	19	3.7%
Hispanic	405	78.3%
Two or More Races	11	2.1%
Pacific Islander	22	4.3%
White	12	2.3%

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 2024–2025 school year, Longwood's student group data reveals a diverse population with varying needs. The largest group is Socioeconomically Disadvantaged students, comprising 84.1% of the student body. English Learners make up 51.3%, highlighting the importance of supporting both language development and cultural identity. Students with Disabilities account for 13.7%, not including those still in the identification process, and are provided with services aligned to their IEPs. Additionally, 3.5% 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 2026–2027 school year.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

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 Language Arts (Red to Orange) and Math (Orange to Yellow).

The overall data from the dashboard suggests that Longwood is starting to make incremental progress. Attendance rates helped boost scores and offering a variety of opportunities to get involved in activities or support them academically helped students feel like they can be more successful. We tried to keep that trend going in the 2025-2026 school year and are confident that we will be able to continue that growth.

With regard to behavior and suspension, we saw a decrease with regard to suspendable incidents. Our suspension rate fell by 44% this year. This will be further outlined in our goals, but we were very excited about this development.

2. As mentioned our suspensions decreased significantly this past year. Suspensions occur when a student commits an act that violates an education code violation. Although suspensions and education code violations are occurring, they are not happening as frequently. Longwood feels like the many behavior intervention strategies such as behavior assemblies, restorative practices, and purposeful interventions have supported our students in starting to make better choices.

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 maintained our Yellow status. This shows that students are attending school more regularly. I am concerned that our Chronic Absenteeism will increase again in the 2025-2026 school year. Hours for Attendance Clerks were cut due to a district budget crisis and much of the outreach work that was done previously, fell to the wayside. 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

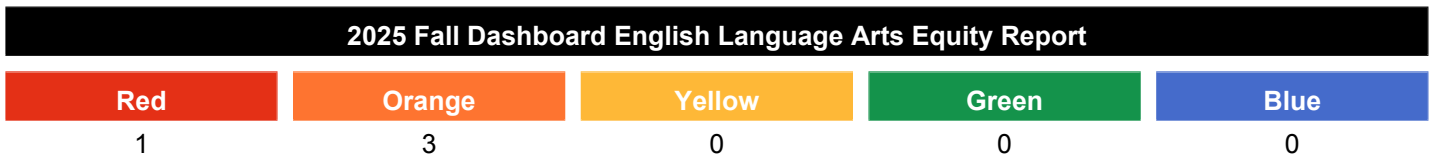
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>80.6 points below standard</p> <p>Increased 6.7 points</p> <p>276 Students</p>	<p>English Learners</p> <p>Orange</p> <p>91.9 points below standard</p> <p>Increased 5.4 points</p> <p>172 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>150.9 points below standard</p> <p>Declined 21.3 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>88.6 points below standard</p> <p>Increased 5.2 points</p> <p>243 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>140.7 points below standard</p> <p>Declined 8 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>25.1 points below standard</p> <p>Declined 11.3 points</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>85.8 points below standard</p> <p>Increased 7.9 points</p> <p>226 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. The ELA CAASPP data shows that overall student performance is below expectations, however we did improve our overall distance from standard from 87 to 80.6 points below the standard. While significant growth is needed, Longwood was pleased to see that there was growth in the the right direction. We are hoping that with continued intervention and support we will continue that improvement in the coming school year.
2. The overall gain of 6.7 points closer to standard is a positive trend for Longwood after continuing to see regression in the previous years. The noticeable growth came from our English Learner population (5.4 point average increase), our Socioeconomically Disadvantaged population (5.2 point average increase) and our Hispanic/Latinx students (7.9 point average increase). While other areas may have declined or maintained, the populations noted supported the overall increase that is shown in all students.
3. The school recognizes the need for significant improvement and is hopeful that its focus on reading intervention will drive growth. We will be investing in different software programs that we feel will help meet our students where they are at and increase achievement by providing appropriate leveled intervention. Subgroups without performance color represent populations too small to report data.

School and Student Performance Data

Academic Performance Mathematics

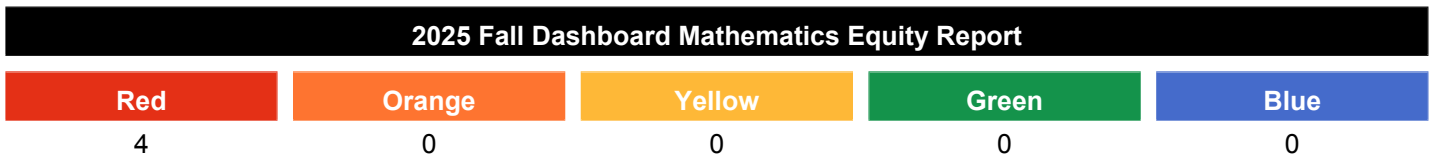
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>93.4 points below standard</p> <p>Increased 3.4 points</p> <p>275 Students</p>	<p>English Learners</p> <p> Red</p> <p>105.7 points below standard</p> <p>Declined 5.6 points</p> <p>173 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>131.8 points below standard</p> <p>Increased 7.4 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Red</p> <p>100.1 points below standard</p> <p>Maintained 0.4 points</p> <p>242 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>133.3 points below standard</p> <p>Maintained 2.6 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>35.3 points below standard</p> <p>Declined 3.2 points</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>98.6 points below standard</p> <p>Maintained 2.3 points</p> <p>225 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. The Math CAASPP results indicate that significant improvement is needed, with students scoring about 93.4 points below the standard overall. Students with disabilities increased slightly by 2.6 points, placing them 133 points below the standard. However, there were gains in several areas: overall scores increased by 3.4 points overall. Many subgroups made modest gains having them fall into the "Maintaining" category. In the 2026-2027 school year, Longwood will be investing more in classroom Math intervention. The school will continue to prioritize classroom instruction and targeted interventions to build on some of these positive trends.
2. Students with disabilities and those experiencing homelessness are facing the greatest challenges, scoring 133.4 and 131.8 points below the standard, respectively. Although both made gains this past year, 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 Science

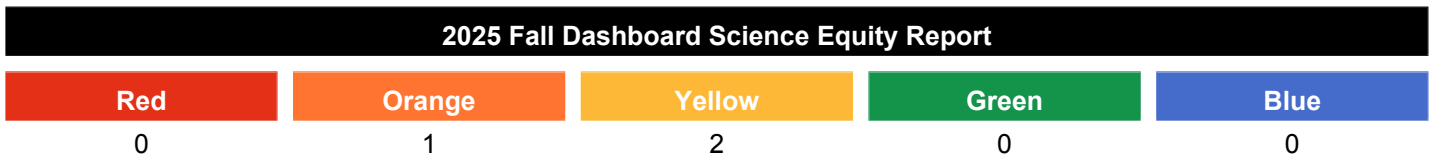
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>39.7 science points</p> <p>Increased 2.3 points</p> <p>73 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>41.5 science points</p> <p>Increased 8.8 points</p> <p>44 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>38.9 science points</p> <p>Increased 3.6 points</p> <p>68 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>23.6 science points</p> <p>11 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>38.7 science points</p> <p>Maintained 1.3 points</p> <p>59 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. Our fifth graders taking the Science exam showed some growth on the CAST exam. All scored in either the Orange or Yellow area of the dashboard. There were gains in several subgroups including our English Learners, Socioeconomically Disadvantaged and Hispanic/ Latinx students. Overall, the students increased their scores on the CAST by 2.3 points with our English Learners making the most overall progress with our average overall point increase of 8.8 points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 42.2 making progress. Number Students: 223 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 4 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 13.9%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 43.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 42.2%

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. 42.2% of our EL students grew at least one ELPI level last year. We were able to reclassify 20 of our English Learners as Fluent English Proficient. We have seen a decrease in newcomer students this school year we only had four at the end of 2025. Longwood looks forward continuing our support of our English Learner students with their English acquisition, as well as, their overall academic progress.
2. 43.9% maintained their level in 2025. This is likely due to the shift of students who made at least one level of progress.
3. 13.9% of students decreased one ELPI level in 2025 as compared 17.4% in 2024. We will continued to focus on why these students are decreasing their levels instead of making progress. 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 Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>26.6% Chronically Absent</p> <p>Declined 4.6</p> <p>538 Students</p>	<p>English Learners</p>  Yellow <p>24.2% Chronically Absent</p> <p>Declined 5.6</p> <p>297 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>56.5% Chronically Absent</p> <p>Increased 3</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>27.2% Chronically Absent</p> <p>Declined 5.5</p> <p>474 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>26.3% Chronically Absent</p> <p>Declined 16.6</p> <p>80 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>69.2% Chronically Absent</p> <p>Increased 2.6</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>7.5% Chronically Absent</p> <p>Declined 3.6</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>31.6% Chronically Absent</p> <p>Increased 9.4</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>26.1% Chronically Absent</p> <p>Declined 4.3</p> <p>421 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.2% Chronically Absent</p> <p>Declined 13.1</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>50% Chronically Absent</p> <p>Declined 5.6</p> <p>22 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 10.6</p> <p>12 Students</p>

Conclusions based on this data:

- 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 have continued to see a decrease in chronic absenteeism each year. We went from having 29.6% of all students chronically absent in 2024 to 26.6% in 2025. As you will see from the data above, we made declines in chronically absent students across most student groups. The numbers for our students with disabilities (declined 16.6) and two or more races (declined 13.1) declined the most. Our area of growth is to do more outreach and offer more support and resources to our African American (increased by 2.6) and Filipino (increased by 9.4) students and families whose chronic absenteeism increased. Attendance is so important and we will continue to make it a focal point in our work.
- 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.
- 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 which encourage students to come so they don't miss out on these events.

School and Student Performance Data

Conditions & Climate Suspension Rate

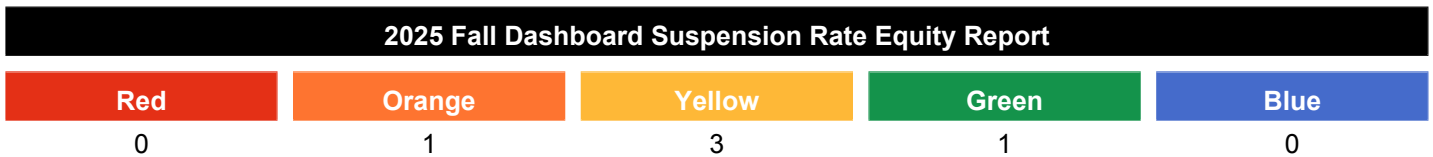
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.9% suspended at least one day</p> <p>Declined 0.8%</p> <p>542 Students</p>	<p>English Learners</p> <p>Green</p> <p>2% suspended at least one day</p> <p>Declined 1.4%</p> <p>300 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>4.2% suspended at least one day</p> <p>Increased 2%</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>476 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 0.3%</p> <p>80 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Increased 2.9%</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>5% suspended at least one day</p> <p>Declined 0.4%</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 1.5%</p> <p>425 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>27.3% suspended at least one day</p> <p>Increased 15.5%</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5%</p> <p>22 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>

Conclusions based on this data:

- Our overall suspensions decreased by 0.8% last school year (2024-2025). Our African American students (increase of 2.9%-no performance color), students with disabilities (increase of 0.3%-orange) . students who are experiencing homelessness (2%), Pacific Islander students (increase of 4.5%) and student of Two or More Races (increase of 15.5%) were the five student groups that increased in suspensions. Suspensions decreased among several student groups, including Asian students (down 0.4%), socioeconomically disadvantaged students (down 0.4%), and English learners (down 1.4%). We hope to continue these trends amongst all students and student groups in future years. We acknowledge that our students of Two or More Races and African American students are being suspended at a disproportionate rate in comparison to our student population, with students of Two or More Races having the highest increase in suspension than any other student group. We are addressing this by looking at disaggregated discipline data during our restorative justice team meetings and communicating this information to our staff. We are only suspending students for clear violations of the education code. Restorative practices are used to address unsafe behaviors, including a progressive discipline model. We continue to provide support to both students and their families.
- 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 2024-2025 school year to the current 2025–2026 school year. So far this year, we've had 15 suspensions, compared to 27 suspensions last year—representing a 44% reduction.

3. Our goal for the 2026-2027 school year is to reduce our suspensions by 50%. 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 orange and yellow performance levels. We will continue to look at any issues of equity and disproportionality and address those head on.

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. All groups of students will increase their progress toward meeting language and literacy standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing student achievement, implementation of state standards, and course access.

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.

Currently our students are performing at -80.6 points Distance from Standard. Our target growth for the following school year is an increase of 10 points to -70.6 points Distance from Standard. Our students are currently in Orange in English Language Arts according to the California Dashboard. Our goal for next year, along with the 10 point increase, is to move to a higher color such as Yellow or Green.

During the 2026-2027 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 administrative 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.

Longwood will be using the following data to measure student achievement

- 2025-2026 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 2024-2025 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 and RAZ Kids 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 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 2026-2027 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 and RAZ Kids 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 2026-2027 school year all students enrolled in Lexia will make progress in the Lexia program based on their original placement.
Improved achievement on the 2026 CAASPP examination	Longwood is currently -80.6 points distance from standards	By the 2026 CAASPP administration Longwood will increase by 10 points distance from standard to -70.6 Distance from Standard.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Teachers at each grade level will use the Common Core Instructional Framework and the 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 Fastbridge reading assessments will be collected and used to determine the next steps in the implementation of Common Core Standards.</p> <p>We will use student data from formal and informal assessments to determine students that would benefit from:</p> <ul style="list-style-type: none"> • Tier 1 intervention groups (within classroom) • Use of COST team results in order to plan for next steps for individual students with both academic and emotional needs • Use of software programs like Lexia, RAZ Kids and IXL to support student learning at their individual academic levels. • Early Literacy intervention for both ELA and SLA in small groups using LLI/ Soluciones run by ELL Specialist/ Intervention teacher, bilingual paraeducator and classroom teachers. 	Provide ongoing supports for all students	<p>30,408 Title I</p> <p>Bilingual Paraeducator 8,379 Title I</p> <p>RAZ Plus with RAZ ELL and RAZ Espanol 1,356 Title I</p> <p>Data/ Collaboration Release Days</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–2026 school year, Longwood successfully implemented its planned strategies and activities, focusing on student well-being and foundational academic support. While academic results met some expectations and showed growth, the school made progress in creating a supportive environment that lays the groundwork for future achievement. The Bilingual Paraeducator served over 50 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.

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 are still working on a school wide consistent implementation of the Fastbridge Assessments, this is something that will be more closely monitored in the 2026-2027 school year so that we have more relevant data.

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

In the 2026-2027 school year, we received an increase in Title 1 funding. Additionally, we are using different funding sources to increase the resources available to students. Overall, due to different grants, we should have several resources available to our students with regard to literacy development.

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. All groups of students will increase their progress toward meeting language and literacy standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing student achievement, implementation of state standards, and course access.

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.

Currently our students are performing at -93.4 points Distance from Standard. Our target growth for the following school year is an increase of 10 points to -83.4 points Distance from Standard. Our students are currently in Yellow in Math according to the California Dashboard. Our goal for next year, along with the 10 point increase, is to move to a higher color such as Green.

In the 2026-2027 school year Longwood will continue to implement the Common Core State Standards. Our school wide goal is to have all students show mastery or growth toward mastery in all mathematics standards. The administrative team and grade level professional learning communities will use the data from assessments administered to create manageable incremental data growth and grade level goals based on the learning trends of the students. Students will learn by using current project based strategies, as well as, focus more on depth rather than breadth of concepts.

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. Longwood is investing in Dreambox Math to help our students receive targeted intervention at their individual level. Another 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:

- 2025-2026 CAASPP test results
- Formal and informal teacher created assessments
- District Math Benchmark scores for Kindergarten, 1st, 2nd and 3rd grades
- Dreambox Math student data

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 2026 CAASPP examination	Longwood is currently -93.4 points distance from standards	By the 2026 CAASPP administration Longwood will increase by 10 points distance from standard to -83.4 Distance from Standard.
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 2026-2027 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 2027, 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	<p>Teachers at each grade level will utilize the Common Core Instructional Framework provided by the district to collaboratively design and implement math lessons and strategies as their core planning implement. They will also use the district adopted math curriculum to plan lessons and provide reteaching when necessary.</p> <p>Teachers will determine which standards to focus lesson planning on based on pacing guides in conjunction with student achievement results. Benchmark data will be collected and used to determine the next steps in the implementation of Common Core Standards. Grade level teams 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.</p> <p>We will use student data from formal and informal assessments to determine students that would benefit from:</p> <ul style="list-style-type: none"> • Tier 1 intervention groups (within classroom) • Use of COST team results in order to plan for next steps for individual students • Saturday Math Academy Tutoring Program • Online Programs (such as IXL and Dreambox Math) 	Longwood students will have opportunities to engage with math content through traditional and multidisciplinary ways.	<p>1,356 Title I</p> <p>Data/ Collaboration Release Days 2,619 Title I</p> <p>Dreambox Math 5,631 LCFF Supplemental and Concentration Funds</p> <p>Dreambox Math</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 of about 30 students per session. 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 teachers and district support 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Longwood's goal is to support 5% of our English Learners reclassify and 50% of our English Learners increase one level as measured by the ELPI.

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 2025, we had 42.2% make at least one level of growth. That puts us shy of our 50% goal. 43.9% maintained their level in 2025 compared to 42.5% in 2024. 13.9% decreased one level in 2025 compared to 17.4% in 2024, which is an improvement. 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%. 53% of our student population is English Language Learners. Of our 254 ELs, 25 are Long Term English Learners. 151 ELs are in primary grades (K-3), while 102 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 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 2026
- CAASPP scores from Spring 2026
- Benchmark assessments and innormal local assessments
- 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 20 students as Fluent English Proficient, in grades 1-6. This means Longwood did meet last year's goal of reclassifying at least 5% of its English Learner population; we surpassed it, as we reclassified 8%. 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 2026 ELPAC and 2026 CAASPP administrations. Longwood School is also committed to supporting its Newcomer students, or students who have recently immigrated to the United States. We have seen a drastic decline in newcomer students entering Longwood directly from outside of the US; we had 2 students enroll this school year, as opposed to 13 newcomers that entered in the 2 years prior.

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
Student Reclassification Fluent English Proficient	20 students reclassified in the 2025-2026 school year.	Reclassify 5% of ELL in the 2026-2027 school year, which would be 13 students.
Students increasing ELPI levels	42.2% or 109 students increased by one more ELPI level on ELPAC in the 2025-2026 school year.	50% or 129 students increasing by one or more ELPI levels in the Spring 2026 ELPAC testing administration.

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	Create ongoing supports for all English Learners at Longwood	30,408 Title I Bilingual Paraeducator

	<p>Early Advanced or Advanced in ELPAC will be reclassified, by continuing to offer:</p> <ul style="list-style-type: none"> • Daily, documented English Language Development (minimum of 45 minutes daily; 30 minutes daily for kinder) • District approved instructional materials used for ELD and primary language instruction/support • Use the strategy of integrated ELD with ongoing monitoring of various techniques and multiple opportunities for students to speak/use language in the classroom <p>The monitoring process will/may include:</p> <ul style="list-style-type: none"> • Annual ELPAC test in Spring • ELD Unit tests • Curriculum embedded assessments • EL Monitoring process through the ELD Report Card (Catch Up Plans) • COST meetings • LRTs (Language Review Teams)/SSTs (Student Success Team) • Targeted Intervention for Long Term and Newcomer English Learners 		
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Annual Review

SPSA Year Reviewed: 2025-26

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 2025-2026 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 whose 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.

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.

In the 2026-2027 school 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 few years, Longwood SSC has funded a school musical and supplies for art projects. For the 2026-2027 school year we will continue funding our school musical 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
School Musical Production	Produce a school musical to be performed in the spring.	Students will have the opportunity to participate in a school musical by either performing or helping with set development, stage management or other corresponding roles.
School wide Art Show	Host an Art Show in the spring	In the spring of 2027, students will have the opportunity to submit pieces for a visual art show.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>With the support of our teachers and staff, Longwood will create a variety of opportunities for our students to participate in VAPA activities. Some assignments will be a part of the class environment and some opportunities will be voluntary and provided as after school VAPA enrichment.</p> <p>Longwood will have ongoing art projects throughout the school year and will provide opportunities for performing arts via the talent show in the spring. Additionally, Longwood hosts choir and instrumental music concerts twice a year.</p> <p>Over the years we have been building our music program here at Longwood through grades 1-4, 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.</p> <p>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.</p>	<p>Longwood will promote arts integration by [hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc.]</p>	<p>10,000 LCFF Supplemental and Concentration Funds School Musical Production</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 2025-2026 school year. Students consistently participated in a variety of visual art projects throughout the year. We look forward to supporting our students with expanded opportunities in the 2026-2027 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.

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 return to funding a school musical production. We anticipate continued opportunities for our students to engage in the arts through integrated arts during the school 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 feeling included and safe at school based on the annual Restorative Justice student survey. 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 feeling included and safe at school based on the annual Restorative Justice student survey. 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 TO 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, all students decreased in suspensions by 0.8% (yellow) last school year (2024-2025). Our Socioeconomically Disadvantaged students (decreased by 0.4%) , Hispanic students (decreased by 1.5%), and Asian students (decreased by 0.4%) were the three areas that were in yellow. Suspensions increased among several student groups, including African American students (increased by 2.9%-no performance color), students of Two or More Races (increased 15.5%-no performance color), Students with Disabilities (increased by 0.3%-Orange) and Pacific Islander students (increased by 4.5%-no performance color). This school year (2025-2026) we have seen a decrease in suspensions. So far this year, we've had 15 suspensions, compared to 27 suspensions last year— representing a 44% reduction.

This school year (2024-2025), we've seen an increased need for student mental health services. Currently, we have one full-time SEL counselor and a Seneca provided counselor who serves students covered by MediCal. With a high need and two counselors we have had to refer students and families to outside services when possible and waitlist many. Due to the need continuing to increase we plan to strengthen these supports in the 2026–2027 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 2026-2027 school year, the number of students suspended out of school will decrease by 50% 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	<p>Longwood School will continue to implement different ways to regularly celebrate positive behavior:</p> <ul style="list-style-type: none"> • PRIDE Alert / Red Alert system • School Musical Performance • Awards assemblies each trimester for academics, positive attendance, and citizenship • Assemblies with Community Partners • Monday morning announcements and PRIDE Alert prize winners • PRIDE Paw raffle winners • School Art Show • Family Math Night • Talent Show • Lunchtime soccer tournament/ Intramural Flag Football • School Concerts for both vocal and instrumental music • Field Day • Garden Club • Spirit Week • Student Council • Changemakers Club • Lunch bunch • Snack pack • Restorative Circles • Solution Team • Student led recess equipment check out system • Student led organized games at recess • Lunch activities (menu) for an alternative to outdoor recess • After school clubs (Chicas Corriendo, Soccer club, etc.) • Community Circles 	<p>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.</p>	<p>2,500 LCFF Supplemental and Concentration Funds</p> <p>Bringing Experiences to Longwood</p>

	<ul style="list-style-type: none"> • Calm Spaces <p>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.</p> <p>We will also be working to improve the social/emotional learning taking place in the classroom to help students navigate their feelings in compromising situations. 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. We will also add an element of "conflict mediation" where they will be trained to support students out at recess when they experience a conflict. 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 to support our site's implementation of restorative practices (community circles, calm spaces, restorative conversations, etc.)</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 2025-2026 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. Longwood also utilizes parent feedback to provide appropriate workshop sessions to meet the specific needs of our community. 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	<p>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:</p> <ul style="list-style-type: none"> Parent Education classes (ex: supporting students with homework, reading, restorative practices, etc.) <p>School events</p> <ul style="list-style-type: none"> Alameda County Food Bank Free Food Distribution Ally Weeks Literacy Night Art Show Volunteer opportunities Family Science Night SSC meetings Monthly ELAC meetings Back to School Night Open House Awards Assemblies Coffee with the Principal meetings <p>We are planning to use the following measures to communicate with families about events and support for students at Longwood:</p> <ul style="list-style-type: none"> Family Engagement and Outreach Specialist support School Bulletins Longwood Website Yearly calendar of events sent home and available on the website Calls, emails, and/or text messages before events 	<p>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.</p>	<p>1,000 Title I</p> <p>Interpretation 915 Title I</p> <p>Family Volunteer Fingerprint Fund</p>

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

SPSA Year Reviewed: 2025-26

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 events, including Restorative Practices Workshop, Immigration Rights Workshops, 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. We are hoping to begin a PTA in the 2026-2027 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 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 approximately 3% to 95% attendance in the 2026-2027 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 2024-2025 school year of 26.6% students chronically absent to 22.7% the 2025-2026 school year. Although we are continuing to show a decrease in chronic absenteeism, 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 95% in the 2026-2027 school year.

Last school year, we had a percentage of 92.22% students in attendance in comparison to 92.34% this school year (2025-2026). 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 several letters to families for their "1st Notification of Truancy (3+ events.)," "2nd Notification of Truancy (6+ events)" and those second notice letters have prompted an over-the-phone conference and subsequent attempts to engage students having sent "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 92.34% overall attendance for the 2025-2026 school year.	Increase in overall attendance by 3% points to reach a 95% attendance rate.
Decrease chronic absenteeism	Infinite Campus data of number of 2nd and 3rd truancy notices.	Decrease number of students identified as chronically absent by 3% to 19.7%.

Strategies/Activities

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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, Longwood continues to increase in our daily attendance percentage and decrease in chronic absenteeism. We hope to continue these increases until we reach a 95% attendance rate.

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

No funding was allocated for this goal.

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

We will continue to work with our school and family community to improve overall attendance at Longwood.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,572.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$76,441.00

Subtotal of additional federal funds included for this school: \$76,441.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$18,131.00

Subtotal of state or local funds included for this school: \$18,131.00

Total of federal, state, and/or local funds for this school: \$94,572.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	18,131	0.00
Title I	76,441	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	18,131.00
Title I	76,441.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,046.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	18,131.00
	Title I	76,441.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,143.00
Goal 2	9,606.00
Goal 3	30,408.00
Goal 4	10,000.00
Goal 5	2,500.00
Goal 6	1,915.00

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
Stephanie Mata	Parent or Community Member
Yesenia Villa	Parent or Community Member
Blanca Gamino	Parent or Community Member
Tasi Selesele	Parent or Community Member
Sonika Prasad	Parent or Community Member
Karen Skrabanik	Other School Staff
Thomas Parker	Classroom Teacher
Laura Romero	Classroom Teacher
Binh Dao	Classroom Teacher
Luis Garcia	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:



Handwritten signatures in blue ink: Luis Garcia, Stephanie Mata, and Yesenia Villa.

Principal, Luis Garcia on Monday May 18, 2026

SSC Chairperson, Stephanie Mata, Parent on Monday May 18, 2026

ELAC Representative, Yesenia Villa on Monday May 18, 2026

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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