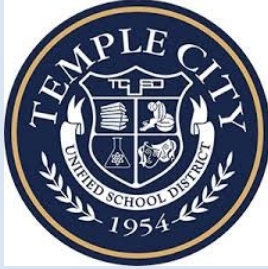




Longden Elementary

9501 Wendon St. • Temple City, CA 91780 • (626) 548-5068 • Grades K-6
Christopher Holmes, Principal
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<https://www.tcusd.net/longden>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Temple City Unified School District

9700 Las Tunas Drive
Temple City, CA 91780
(626) 548-5000
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District Governing Board

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President

Dr. Michael Lin
Vice President

Melissa Espinoza
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Member

Matt Smith
Member

District Administration

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Superintendent

Dr. Monica Makiewicz
**Associate Superintendent,
Personnel Services**

Marianne Sarrail
Chief Business Officer

Dr. Joshua Porter
**Assistant Superintendent,
Educational Services**

School Description

The mission of Longden Elementary School is to provide students with the knowledge, skills and attitude to enable them to become responsible and productive contributors to the community. The Longden School will empower students to become critical thinkers and problem solvers through rigorous content, engaging teaching strategies and meaningful activities. Students learn to effectively communicate with others, also using technology to access and enhance their learning.

The staff at Longden School will create a supportive, nurturing and safe environment where students are encouraged to achieve goals, build positive relationships and to gain the necessary skills to pursue their dreams

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	121
Grade 2	118
Grade 3	144
Grade 4	167
Grade 5	151
Grade 6	171
Total Enrollment	1,003

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	63.3
Filipino	1.4
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	0.2
White	7.8
Two or More Races	4.8
Socioeconomically Disadvantaged	38.4
English Learners	27.8
Students with Disabilities	9.9
Foster Youth	0.1
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Longden Elementary	17-18	18-19	19-20
With Full Credential	41	40	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Temple City Unified	17-18	18-19	19-20
With Full Credential	◆	◆	247
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at Longden Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

A representative group of teachers and administrators reviews instructional materials. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a pre-established criteria based on an instructional materials evaluation tool. They are as follows:

1. Compliance with Board Policy and Administrative Regulations
2. California standards alignment
3. Focus on coherence within a grade and across grade levels
4. Rigor and balance
5. Access for all students
6. Assessments for progress monitoring and in support of the California assessments
7. Support for English language learners
8. Support for special populations

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation. Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw Hill (K-6) The textbooks listed are from most recent adoption: Yes
Mathematics	Math Expressions, Houghton Mifflin Harcourt (K-5) Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008 The textbooks listed are from most recent adoption: Yes
Science	California Science, Houghton Mifflin (K-5) 2007 Earth Science, Houghton Mifflin (6) 2007 The textbooks listed are from most recent adoption: Yes
History-Social Science	My World, Houghton Mifflin (K) 2006 School and Family, Houghton Mifflin (1) 2006 Neighborhoods, Houghton Mifflin (2) 2006 Communities, Houghton Mifflin (3) 2006 California Studies, Houghton Mifflin (4) 2006 United States History: Early Years, Houghton Mifflin (5) 2006 World History: Ancient Civilizations, Holt (6) 2006 The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Longden Elementary school was built in 1950. There are 45 classrooms on campus, nine of which are considered portable. In addition to classrooms, Longden includes a media center/library, a computer lab, a multipurpose room, two large athletic fields and a baseball field. The Longden campus is in exemplary condition, as reported on the 2019 FIT Report. There are sufficient classroom, playground, and staff spaces to support teaching and learning.

Longden's campus is maintained, and school safety is ensured by a district maintenance crew of 10 and by a site custodial crew of 4.5 full-time equivalent staff members. The site custodial team initially addresses facilities issues and repairs. Other projects are completed by the district maintenance crew on a prioritized work-order system.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	100%

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	66	68	71	50	50
Math	68	70	67	68	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.6	24.3	9.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	640	628	98.13	66.24
Male	323	321	99.38	59.50
Female	317	307	96.85	73.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	406	398	98.03	75.38
Filipino	--	--	--	--
Hispanic or Latino	139	136	97.84	39.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	67.92
Two or More Races	27	27	100.00	62.96
Socioeconomically Disadvantaged	267	264	98.88	53.03
English Learners	248	241	97.18	59.75
Students with Disabilities	85	83	97.65	25.30
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	640	631	98.59	70.36
Male	323	321	99.38	70.09
Female	317	310	97.79	70.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	406	401	98.77	85.54
Filipino	--	--	--	--
Hispanic or Latino	139	136	97.84	34.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	60.38
Two or More Races	27	27	100.00	51.85
Socioeconomically Disadvantaged	267	265	99.25	57.74
English Learners	248	244	98.39	72.54
Students with Disabilities	85	83	97.65	26.51
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Longden PTA, during the 2018-19 school year, our volunteers donated their valuable time to improve our school. Our volunteers work in classrooms, in the library and on special projects at home. Teachers welcome the additional classroom support and appreciate the expertise our parents are able to share. There are also many opportunities to volunteer at

school-wide events such as our Back to School BBQ, book fair and fundraisers throughout the year. Longden is fortunate to have parents and community members who are dedicated to helping our students thrive. Events such as back-to-school night, Code to the Future Epic Builds, open house, awards assemblies, our annual holiday program and Lunch on the Lawn are well attended and enjoyed by everyone in the school community.

Longden parents are also encouraged to participate and offer input on school events and programs. We have a School Site Council and an English Learner Advisory Council.

For more information on how to become involved at the school, please contact Harmony Plantenga, PTA president, at (626) 548-5068.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

In accordance with Senate Bill 187 and Education Code 35294.6, Longden School has adopted a Comprehensive School Safety Plan.

This plan will remain in effect through the school year, is reviewed annually and is available for public view in the school office. Key elements and goals of the Comprehensive School Safety Plan are:

All students and staff members are provided a safe teaching and learning environment.

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

Longden is a closed campus that uses Raptor, a management system, to monitor visitors and log volunteer hours as people check in and out through the office.

District programs and approved community resources are made available to students and parents.

Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

The school safety plan was last reviewed, updated and discussed with the school site council in February 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.5	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1003.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.74
Psychologist	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.74

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	5	1		19	3	4		19	6	1	
1	24		6		19	6			24		5	
2	24		6		24		6		23		5	
3	19	1	7		21		7		19	5	3	
4	32		5		29		5		31		5	
5	33		1	4	32		4	1	26	1	7	
6	31		4	1	26	2		5	30	1	1	4
Other**	9	2										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Throughout the year, the school provides teachers with numerous opportunities to participate in staff development activities to improve and maintain their professional skills. The district offers three pupil-free days for professional development each year. The days are devoted to deepening understanding of standards, curriculum and pedagogical strategies across content areas.

Teachers also receive training during modified Wednesday meetings and scheduled training sessions. Engagement strategies, designing lessons with an art-integrated lens, and educational technology tools are some areas the school continues to emphasize for each grade level. School Site Council also sets aside categorical monies to provide funds for all teachers to attend conferences, workshops and symposiums of their choice to further their learning in order to make a greater impact on classroom practices.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,736	\$49,084
Mid-Range Teacher Salary	\$80,323	\$76,091
Highest Teacher Salary	\$98,443	\$95,728
Average Principal Salary (ES)	\$118,048	\$118,990
Average Principal Salary (MS)	\$124,779	\$125,674
Average Principal Salary (HS)	\$139,188	\$137,589
Superintendent Salary	\$225,000	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Types of services funded include categorical and other special programs, e.g., special education, counseling, Instructional Resource Centers, psychology, child welfare and attendance, Limited English Proficient (LEP) services, and before- and after-school intervention programs for mathematics, language arts and English language learners.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,246.95	\$627.85	\$5,519.10	\$76,715.00
District	N/A	N/A	\$7,957.88	\$82,908.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.2	-7.8
School Site/ State	-30.5	-1.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.