SARC

2015-16
School Accountability
Report Card

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Longden Elementary School

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Grades: TK-6
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CDS Code: 19-65052-6022958

Temple City USD

Our Core Values

Commitment . . . to provide a safe learning environment and serve our community by modeling honesty and integrity

Passion . . . for excellence, grounded in the knowledge that all students can succeed and be self-reliant, lifelong learners

Respect . . . the diversity in everyone, through cultural and individual awareness

Principal's Message

Longden Elementary School, located in the San Gabriel Valley, serves students in Transitional Kindergarten (TK) and Kindergarten through Sixth Grade and is a 2004 California Distinguished School and a 2005-06 Title I Academic Achievement Award recipient.

In 2015, Longden Elementary School received the Technology Enhanced Arts Learning (TEAL) grant through the Los Angeles County Office of Education, promoting the integration of the arts into content areas. Longden's strengths are in its diverse and vibrant student population, supportive and involved parents, and a dedicated staff who aim to prepare our students for the 21st century. We are a school of approximately 1,100 students that is a welcoming place where one can feel like a part of the family.

School Mission Statement

The mission of Longden Elementary School is to provide students with the knowledge, skills and attitude to help them become responsible and productive contributors to our community. Students are given opportunities to be 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. They are taught skills which will enable them to function successfully in, and contribute to, an ever-increasing global society. The staff at Longden School creates 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.

School Vision Statement

We strive to develop innovators, collaborators, and communicators through science, technology, engineering, arts and math (STEAM) learning.

Parental Involvement

Longden PTA tracks volunteer hours every year. During the 2016-17 school year, our incredible volunteers donated more than 25,000 hours of 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 schoolwide events such as our Back to School BBQ, book fair and fundraisers throughout the year. Longden is blessed with parents and community members who are dedicated to helping our students thrive. Events such as back-to-school night, 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. In addition, the principal holds Coffee with the Principal meetings bimonthly, in which parents are invited to come.

For more information on how to become involved at the school, please contact Amy Besaw, PTA President, at (626) 548-5068.

School Safety

In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Safe School Action Plan. These plans will remain in effect through the school year, are reviewed annually and are available for public view in the school office. Key elements and goals of the Safe School Action Plans 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 faculty in December 2016.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Temple City Unified School District will provide a rigorous comprehensive education in a nurturing environment that embraces the diversity of all students.

District Vision Statement

Working collaboratively to empower students toward their educational goals, creating the model citizens of tomorrow today.

Governing Board

Vinson Bell

George M. Goold

Kenneth Knollenberg
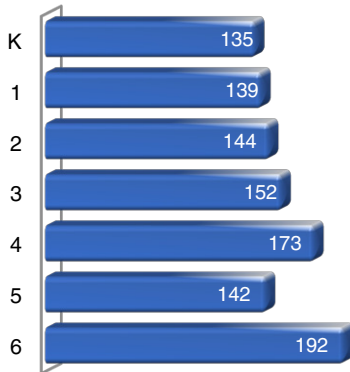
Lawrence A. Marston

John Pomeroy

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

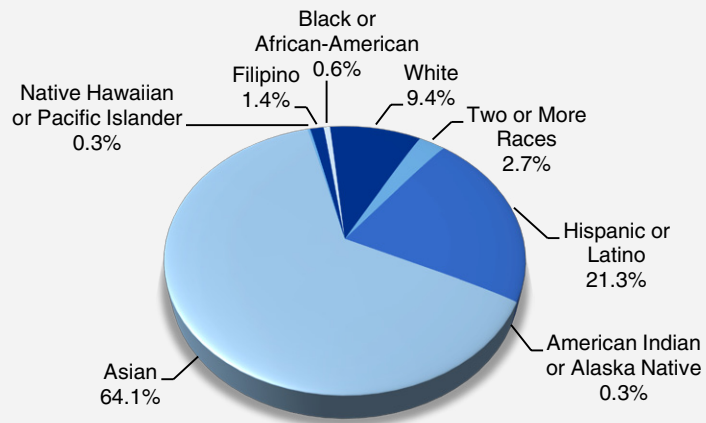| Grade	Enrollment
K	135
1	139
2	144
3	152
4	173
5	142
6	192

Enrollment by Student Group

The total enrollment at the school was 1,077 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

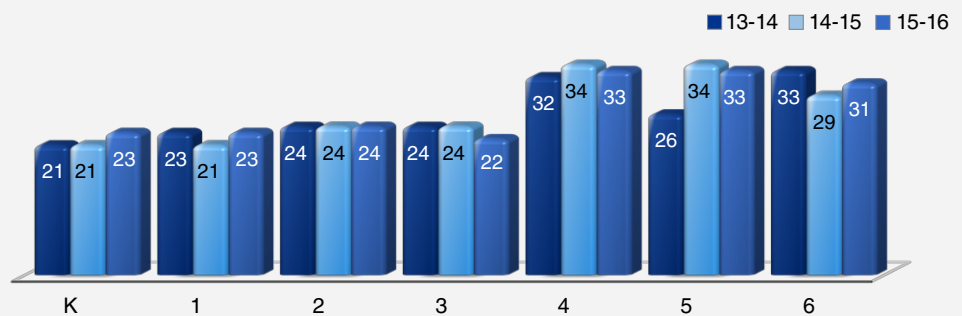### Demographics

2015-16 School Year

- Black or African-American 0.6%
- Filipino 1.4%
- White 9.4%
- Native Hawaiian or Pacific Islander 0.3%
- Two or More Races 2.7%
- Hispanic or Latino 21.3%
- American Indian or Alaska Native 0.3%
- Asian 64.1%

Socioeconomically disadvantaged	English learners	Students with disabilities	Foster youth
36.60%	29.80%	9.40%	0.20%

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Longden ES			
	13-14	14-15	15-16
Suspension rates	0.1%	0.1%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
Temple City USD			
	13-14	14-15	15-16
Suspension rates	0.5%	0.8%	1.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data

Legend: ■ 13-14 ■ 14-15 ■ 15-16

Grade	13-14	14-15	15-16
K	21	21	23
1	23	21	23
2	24	24	24
3	24	24	22
4	32	34	33
5	26	34	33
6	33	29	31

Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	4		2	5		1	5	
1		6			6			6	
2		6			6			6	
3		6			7			7	
4		3	2			4			5
5	1	1	3			5		1	3
6		2	3	1	3	2		6	

Professional Development

Throughout the year, teachers are provided with numerous opportunities to participate in staff development activities to improve and maintain their professional skills. As a district, we have 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 we are covering this year. 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.

Professional Development Days			Three-Year Data
	2014-15	2015-16	2016-17
Longden ES	3 days	3 days	3 days

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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, and Limited English Proficient (LEP) services, and before- and after-school intervention programs for mathematics, language arts and English language learners.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Longden ES	**Temple City USD**
Program Improvement status	Not In PI	In PI
First year of Program Improvement	✧	2013-2014
Year in Program Improvement	✧	Year 1
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		80.00%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	24.20%
Five of six standards	27.50%
Six of six standards	23.00%

✧ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-6.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Longden ES			Temple City USD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	77%	81%	82%	79%	81%	79%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	**Total Enrollment**	**Number of Students with Valid Scores**	**Percentage of Students with Valid Scores**	**Percentage Proficient or Advanced**
All students	145	139	95.86%	82.01%
Male	74	69	93.24%	72.46%
Female	71	70	98.59%	91.43%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	93	91	97.85%	92.31%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	28	93.33%	53.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	13	86.67%	92.31%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	63	60	95.24%	75.00%
English learners	21	18	85.71%	55.56%
Students with disabilities	20	14	70.00%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Longden ES		Temple City USD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	61%	63%	67%	70%	44%	48%
Mathematics	63%	62%	64%	64%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	157	153	97.50%	60.10%
Male	75	74	98.70%	51.40%
Female	82	79	96.30%	68.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	102	100	98.00%	68.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	25	96.20%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	17	100.00%	52.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	43	42	97.70%	52.40%
English learners	38	36	94.70%	36.10%
Students with disabilities	13	13	100.00%	30.80%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	157	153	97.50%	65.40%
Male	75	74	98.70%	58.10%
Female	82	79	96.30%	72.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	102	100	98.00%	78.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	25	96.20%	36.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	17	100.00%	58.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	43	42	97.70%	52.40%
English learners	38	36	94.70%	66.70%
Students with disabilities	13	13	100.00%	23.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 4				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	172	172	100.00%	58.10%
Male	95	95	100.00%	55.80%
Female	77	77	100.00%	61.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	112	112	100.00%	63.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	36	100.00%	38.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	16	100.00%	56.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	69	69	100.00%	49.30%
English learners	43	43	100.00%	25.60%
Students with disabilities	20	20	100.00%	30.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 4				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	173	173	100.00%	54.90%
Male	96	96	100.00%	53.10%
Female	77	77	100.00%	57.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	112	112	100.00%	65.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	36	36	100.00%	27.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	16	16	100.00%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	69	69	100.00%	43.50%
English learners	43	43	100.00%	23.30%
Students with disabilities	21	21	100.00%	23.80%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards			2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	145	143	98.60%	73.40%
Male	74	73	98.70%	64.40%
Female	71	70	98.60%	82.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	93	92	98.90%	84.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	30	100.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.30%	71.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	63	63	100.00%	61.90%
English learners	21	20	95.20%	25.00%
Students with disabilities	20	18	90.00%	22.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	145	143	98.60%	62.20%
Male	74	73	98.70%	60.30%
Female	71	70	98.60%	64.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	93	92	98.90%	81.50%
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	30	100.00%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.30%	57.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	63	63	100.00%	54.00%
English learners	21	20	95.20%	40.00%
Students with disabilities	20	18	90.00%	11.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 6				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	200	193	96.50%	62.18%
Male	98	93	94.90%	56.99%
Female	102	100	98.00%	67.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	132	129	97.70%	72.09%
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	44	97.80%	47.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	11	78.60%	18.18%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	77	75	97.40%	45.33%
English learners	42	41	97.60%	19.51%
Students with disabilities	17	14	82.40%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 6				
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Met or Exceeded**
All students	200	192	96.00%	64.02%
Male	98	92	93.90%	64.84%
Female	102	100	98.00%	63.27%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	132	129	97.70%	81.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	43	95.60%	28.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	14	11	78.60%	10.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	77	74	96.10%	50.68%
English learners	42	41	97.60%	52.50%
Students with disabilities	17	13	76.50%	18.18%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

Instructional materials are reviewed by a representative group of teachers and administrators. 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 List	2016-17 School Year	
Subject	**Textbook**	**Adopted**
Reading/language arts	*Open Court Reading*, SRA (K-2)	2002
Reading/language arts	*Reading*, Houghton Mifflin (3-5)	2002
Reading/language arts	*Writing and Grammar*, Prentice Hall Literature (6)	2002
Mathematics	*Math*, Harcourt (K-5)	2008
Mathematics	*Mathematics: Course 1*: Numbers to Algebra, Holt (6)	2008
Science	*California Science*, Houghton Mifflin (K-5)	2007
Science	*Earth Science*, Houghton Mifflin (6)	2007
History/social science	*My World*, Houghton Mifflin (K)	2006
History/social science	*School and Family*, Houghton Mifflin (1)	2006
History/social science	*Neighborhoods*, Houghton Mifflin (2)	2006
History/social science	*Communities*, Houghton Mifflin (3)	2006
History/social science	*California Studies*, Houghton Mifflin (4)	2006
History/social science	*United States History: Early Years*, Houghton Mifflin (5)	2006
History/social science	*World History: Ancient Civilizations*, Holt (6)	2006

Currency of Textbook Data

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data	2016-17 School Year
Data collection date	10/19/2016

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2016-17 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Note: Textbooks were selected from among the state-approved lists at the time of adoption, and in alignment with the state curriculum frameworks at the time of adoption. Textbook adoptions in the current and coming years will be reflective of current state-approved lists, consistent to recently revised and adopted curriculum frameworks.

✧ Not applicable.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facilities

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 good condition, as reported on the 2016 FIT Report.

There are sufficient classroom, playground, and staff spaces to support teaching and learning. There are modernization projects underway using bond proceeds.

Students are kept safe on school grounds before, during and after school through routine inspection of facilities by the custodial and administrative staff. Longden administration and the School Site Council annually update the School Safety Plan. The district works with sites on the development and implementation of school emergency plans. Before, during and after school, students are continually monitored by certificated and classified staff. Policies and procedures are in place directly related to student safety.

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

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior		**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			12/29/2016
Date of the most recent completion of the inspection form			12/29/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. Longden is currently undergoing an 18-month bond-financed modernization project. All repairs will be completed by October 2018.

Deficiencies and Repairs	2016-17 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**
Interior	Rooms 104, 105, 109A, 205, 206, 208-210, 214-216, 219, 308, 312; K-1/K-2; K-3/K-4; K-5/K-6; staff lounge; library: Carpet is worn out. Room 110: Carpet needs repair. Room 311: Carpet is in poor condition.
Electrical	Room 99, 307, 309, 407: Blocked power panel.
Restrooms/fountains	Room 218: Drinking fountain is loose. Rooms 110, 111, 114: water shutoff to fountain.
Structural	100 Restroom: Ceiling is open above urinals.
External	Room 408: Door lockset is loose. Parking lot: Wrought iron fence is weathered and rusting.
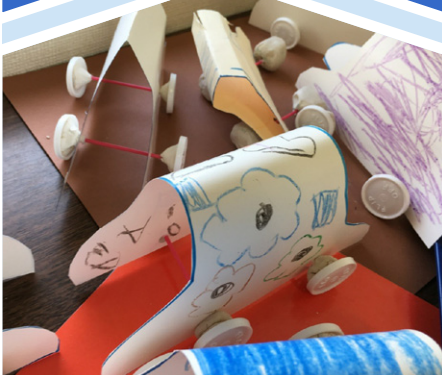
Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data		
	Temple City USD	Longden ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	257	43	45	41
Without a full credential	4	0	0	0
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Longden ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

| Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Longden ES	100.00%	0.00%
All schools in district	98.54%	1.46%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	98.36%	1.64%
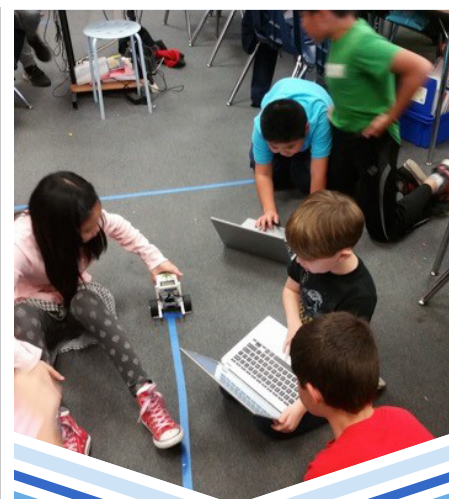
Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	1.00
Career development counselor	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.74
Psychologist	1.50
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.50
Resource specialist (nonteaching)	0.00

✧ Not applicable.

Room 217

Seek A Growth Mindset

has GRIT
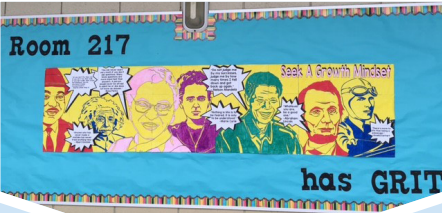
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	$4,926
Expenditures per pupil from restricted sources	$305
Expenditures per pupil from unrestricted sources	$4,621
Annual average teacher salary	$75,110

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	**2014-15 Fiscal Year**	
	Temple City USD	**Similar Sized District**
Beginning teacher salary	$41,229	$43,821
Midrange teacher salary	$75,719	$69,131
Highest teacher salary	$92,801	$89,259
Average elementary school principal salary	$108,870	$108,566
Average middle school principal salary	$122,568	$115,375
Average high school principal salary	$130,476	$125,650
Superintendent salary	$180,000	$198,772
Teacher salaries: percentage of budget	42%	37%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	**2014-15 Fiscal Year**	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Longden ES	$4,621	$75,110
Temple City USD	$8,813	$77,825
California	$5,677	$71,517
School and district: percentage difference	-47.6%	-3.5%
School and California: percentage difference	-18.6%	+5.0%