

Longden Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Longden Elementary School
Street	9501 Wendon St.
City, State, Zip	Temple City, CA 91780
Phone Number	(626) 548-5068
Principal	Kyle Bender
Email Address	kbender@tcusd.net
School Website	https://longden.tcusd.net
County-District-School (CDS) Code	19 65052 6022958

2022-23 District Contact Information

District Name	Temple City Unified School District
Phone Number	(626) 548-5000
Superintendent	Dr. Art Cunha
Email Address	acunha@tcusd.net
District Website Address	www.tcusd.net

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	83
Grade 2	100
Grade 3	110
Grade 4	102
Grade 5	97
Grade 6	118
Total Enrollment	708

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.0
Asian	62.4
Black or African American	1.7
Filipino	1.1
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.9
White	5.8
English Learners	26.1
Foster Youth	1.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	43.5
Students with Disabilities	8.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.40	94.94	209.40	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.53	5.90	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.60	1.63	12115.80	4.41
Unknown	1.00	2.53	6.40	2.88	18854.30	6.86
Total Teaching Positions	39.40	100.00	225.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.40	96.82	213.00	92.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.13	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.90	3.02	11953.10	4.28
Unknown	1.00	3.18	7.80	3.42	15831.90	5.67
Total Teaching Positions	31.40	100.00	230.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. Canvas was adopted by the District as a Learning Management System to help with synchronous and asynchronous instruction.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill (K-6)	Yes	
Mathematics	Math Expressions, Houghton Mifflin Harcourt (K-5) Mathematics: Course 1: Numbers to Algebra, Holt (6) 2008	Yes	
Science	California Science, Houghton Mifflin (K-5) 2007 Earth Science, Houghton Mifflin (6) 2007	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	Yes	

School Facility Conditions and Planned Improvements

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, an Innovation lab, a multipurpose room, two large athletic fields and a baseball field. The Longden campus is in exemplary condition, as reported on the 2023 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.

Year and month of the most recent FIT report

January 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	70	N/A	71	N/A	47
Mathematics (grades 3-8 and 11)	N/A	67	N/A	64	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	469	458	97.65	2.35	69.87
Female	230	227	98.70	1.30	73.57
Male	239	231	96.65	3.35	66.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	306	304	99.35	0.65	77.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	96	96.00	4.00	45.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	83.33
White	24	22	91.67	8.33	63.64
English Learners	84	81	96.43	3.57	33.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	216	97.30	2.70	62.04
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	41	93.18	6.82	24.39

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	469	458	97.65	2.35	67.25
Female	230	227	98.70	1.30	65.20
Male	239	231	96.65	3.35	69.26
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	306	303	99.02	0.98	78.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	96	96.00	4.00	36.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	70.83
White	24	22	91.67	8.33	59.09
English Learners	84	82	97.62	2.38	37.80
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	216	97.30	2.70	55.09
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	41	93.18	6.82	17.07

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	49	NT	53.09	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	100	96.15	3.85	49
Female	49	49	100	0	51.02
Male	55	51	92.73	7.27	47.06
American Indian or Alaska Native	0	0	0	0	0
Asian	68	68	100	0	57.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	11	84.62	15.38	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65	4.35	22.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	45	95.74	4.26	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	9.09

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	99.1

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Longden parents are encouraged to participate and offer input on school events and programs. We have our primary volunteer group which is the Longden PTA. We also feature a School Site Council (SSC) and an English Learner Advisory Council. Longden PTA, during the 2022-23 school year, has donated their valuable time to improve Longden school. Our volunteers normally work in classrooms, in the library and on special projects at home. Teachers normally 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. With parents finally allowed back on campus, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	817	793	126	15.9
Female	391	382	65	17.0
Male	426	411	61	14.8
American Indian or Alaska Native	0	0	0	0.0
Asian	519	502	33	6.6
Black or African American	12	12	5	41.7
Filipino	12	12	0	0.0
Hispanic or Latino	187	180	63	35.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	40	40	10	25.0
White	40	40	14	35.0
English Learners	227	221	29	13.1
Foster Youth	10	10	2	20.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	377	372	85	22.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	80	22	27.5

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.10	0.55	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.12	0.11	0.84	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0.00
Female	0.00	0.00
Male	0.23	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.20	0.00

2022-23 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 (SSC) in January 2023. Over the past 2 years, the plan was amended and reviewed to include safety measures as it relates to COVID protocols and safer at home orders. These updates were reviewed with staff and are in alignment with district and county COVID safety guidelines.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5	2	
1	26		5	1
2	24		5	
3	24		5	
4	30		5	
5	31		5	
6	30		5	
Other	8	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	24		5	
2	23		6	
3	20	3	3	
4	30		4	
5	30		5	
6	29		5	
Other	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	26	1	2	1
2	20	3	2	
3	22		5	
4	25		4	
5	32		3	
6	29		4	
Other	7	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	354

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,652	\$1,554	\$6,098	\$88,652
District	N/A	N/A	\$8,630	\$89,130
Percent Difference - School Site and District	N/A	N/A	-34.4	-0.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-7.8	6.5

2021-22 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/after-school intervention programs for mathematics, language arts and English Language learners.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,432	\$52,478
Mid-Range Teacher Salary	\$87,111	\$80,810
Highest Teacher Salary	\$106,763	\$101,276
Average Principal Salary (Elementary)	\$128,143	\$127,080
Average Principal Salary (Middle)	\$135,450	\$134,264
Average Principal Salary (High)	\$151,091	\$147,200
Superintendent Salary	\$243,680	\$242,351
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2