

# Longwood Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Longwood Elementary School
<b>Street</b>	850 Longwood Ave.
<b>City, State, Zip</b>	Hayward, CA 94541-7151
<b>Phone Number</b>	(510) 723-3850
<b>Principal</b>	Luis Garcia
<b>Email Address</b>	lfgarcia@husd.k12.ca.us
<b>School Website</b>	<a href="https://longwood.husd.us/">https://longwood.husd.us/</a>
<b>County-District-School (CDS) Code</b>	01611926001044

## 2023-24 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Dr. Jason Reimann
<b>Email Address</b>	jreimann@husd.k12.ca.us
<b>District Website</b>	<a href="http://www.husd.k12.ca.us">www.husd.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

### Longwood Elementary School Vision Statement

Longwood Elementary is proud to be recognized as a collaborative community of students, families, and staff dedicated to the inspiration of every individual's desire to learn and achieve their greatest potential. Collectively, we provide a welcoming, engaging and supportive environment that fosters personal responsibility, creativity, and curiosity.

### Longwood Elementary School Mission Statement

Our mission is to create independent, critical thinking, lifelong learners who persevere through challenges, are socially conscious, and are equipped to lead in the 21st century.

Longwood School is committed to the academic growth, safety and well being of all of it's students. We are utilizing different strategic academic and behavioral interventions to support students, as well as, trying to keep all students engaged by integrating the arts into our curriculum. Longwood holds several community events throughout the year to show our students that the community has a vested interest in their success as well. Our numerous on site services and community partnerships help our students to close achievement gaps that are typically seen in urban school settings. Although we still have a lot of work to do, we are doing a little better in all aspects every year. This is further supported by a school staff that engages with all students in a caring and respectful way. We are very lucky to be a part of the Longwood community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	61
Grade 2	68
Grade 3	69
Grade 4	80
Grade 5	80
Grade 6	80
Total Enrollment	532

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
Asian	5.3%
Black or African American	4.1%
Filipino	3.6%
Hispanic or Latino	80.5%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	2.6%
White	2.3%
English Learners	52.3%
Homeless	3.9%
Migrant	1.1%
Socioeconomically Disadvantaged	78.2%
Students with Disabilities	10.2%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.80	100.00	816.80	82.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	28.40	2.86	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	81.30	8.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	33.60	3.38	12115.80	4.41
<b>Unknown</b>	0.00	0.00	34.00	3.43	18854.30	6.86
<b>Total Teaching Positions</b>	24.80	100.00	994.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.40	89.54	841.90	83.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.18	23.40	2.33	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.18	62.20	6.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.09	21.80	2.17	11953.10	4.28
<b>Unknown</b>	0.00	0.00	58.30	5.79	15831.90	5.67
<b>Total Teaching Positions</b>	23.90	100.00	1007.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve	Yes	0%

	Creating Effective Systems for English Learners (English) c2018		
<b>Mathematics</b>	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
<b>Science</b>	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
<b>History-Social Science</b>	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%
<b>Foreign Language</b>			0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

**General:** The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School Buildings:** Longwood was constructed in 1952. This school has twenty-two (22) permanent classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are seventeen (17) portable classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

**Cleaning Process and Schedule:** The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

**Modernization Projects:** Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Longwood Elementary these projects have included replacement of the Fire Alarm/PA System, fencing, re-paving/stripping of asphalted areas, replacing the roof system and exterior painting of the school. Two new inclusive playgrounds structures were installed through separate funding sources. The site is also scheduled to begin a classroom modernization. All work described was completed by the end of the 2024/2025 school year.

**Year and month of the most recent FIT report**

February 2023

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

## 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 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	25	20	36	35	47	46
<b>Mathematics</b> (grades 3-8 and 11)	14	13	19	20	33	34

## 2022-23 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
<b>All Students</b>	303	297	98.02	1.98	20.20
<b>Female</b>	140	138	98.57	1.43	21.74
<b>Male</b>	163	159	97.55	2.45	18.87
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	57.14
<b>Black or African American</b>	13	13	100.00	0.00	23.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	247	241	97.57	2.43	18.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	142	136	95.77	4.23	5.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	11	84.62	15.38	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	244	97.99	2.01	18.03
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	34	34	100.00	0.00	5.88

## 2022-23 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
<b>All Students</b>	303	301	99.34	0.66	13.33
<b>Female</b>	140	139	99.29	0.71	12.32
<b>Male</b>	163	162	99.39	0.61	14.20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	50.00
<b>Black or African American</b>	13	11	84.62	15.38	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	247	247	100.00	0.00	11.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	142	142	100.00	0.00	4.96
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	13	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	247	99.20	0.80	11.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	34	34	100.00	0.00	2.94

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	14.10	8.11	17.77	16.99	29.47	30.29

## 2022-23 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
<b>All Students</b>	75	74	98.67	1.33	8.11
<b>Female</b>	39	38	97.44	2.56	2.63
<b>Male</b>	36	36	100.00	0.00	13.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	60	100.00	0.00	6.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	39	39	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	62	98.41	1.59	6.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	82	82	82	82	82

## 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.

#### 2023-24 Opportunities for Parental Involvement

Longwood Elementary School greatly benefits from its supportive parents who participate on the School Site Council (SSC), the English Language Advisory Committee (ELAC), and various other school sponsored events throughout the year. Together with our Family Engagement Specialist, families at Longwood School have established a successful Family Center that has become a central meeting location for parent information and education. Longwood continues to encourage family involvement as we look to continuously expand opportunities for our families to get involved with the school.

##### Opportunities for Parental Involvement at Longwood

- Assist in organizing and decorating the parent center
- Be involved in the various activities offered such as Parenting Workshops, nutrition classes and other trainings, Coffee with the Principal meetings, chaperone a school field trip
- Assist in the classrooms around the school
- Assist in decorating and updating bulletin boards and school common areas.
- Participate and prepare for school events such as Parent Recognition Night, Promotion Ceremonies, school fundraisers and other events.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	556	288	51.8
Female	275	273	141	51.6
Male	289	283	147	51.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	32	30	10	33.3
Black or African American	24	24	11	45.8
Filipino	20	19	8	42.1
Hispanic or Latino	451	446	230	51.6
Native Hawaiian or Pacific Islander	10	10	8	80.0
Two or More Races	14	14	10	71.4
White	12	12	10	83.3
English Learners	322	316	166	52.5
Foster Youth	5	5	2	40.0
Homeless	34	33	21	63.6
Socioeconomically Disadvantaged	459	454	245	54.0
Students Receiving Migrant Education Services	7	7	2	28.6
Students with Disabilities	73	72	45	62.5

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.67	3.19	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.19	0
Female	2.18	0
Male	4.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	16.67	0
Filipino	5	0
Hispanic or Latino	2.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.29	0
White	0	0
English Learners	0.62	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.37	0

## 2023-24 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The School Safety Plan was presented to the School Site Council at the first meeting of the 2023-2024 school year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Longwood School uses the Share 911 program that is a method of communication during a disaster or emergency. Teachers have been trained on the safety plan and the Share 911 program.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office and receive a badge.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff.

## 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.

### 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	1	3	
1	23		3	
2	25		3	
3	24		3	
4	31		2	
5	31		1	
6	26		2	
Other	22	1	4	

### 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	17	3	1	
1	20	2	1	
2	21	2	1	
3	18	1	3	
4	16	1	2	
5	24	1	2	
6	27		2	
Other	19	1	1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	2	3	0
1	20	2	1	0
2	23	0	3	0
3	23	0	3	0
4	27	0	3	0
5	29	0	2	0
6	33	0	0	0
Other	18	1	0	0

## 2022-23 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	0

## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$9,182	\$5,398	\$3,784	\$105,402
District	N/A	N/A	\$7,882	\$107,231
Percent Difference - School Site and District	N/A	N/A	-70.3	4.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-114.8	24.2

## Fiscal Year 2022-23 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, that students master Common Core State Standards. We do this by expanding College and Career support programs, expanding Career Pathways as well as implementing reading intervention systems. In addition, we have updated and expanded the district's technological infrastructure and obtained more computer software and personnel to maintain it.

At Longwood we have purchased online learning tools such as Lexia and RAZ Kids to support our emergent readers and our English language learners. Through these learning tools, we have created a reading intervention program that helps our struggling readers. Through our site funds we also set aside money for books, learning experiences, and visual and performing arts opportunities for our students. We also set funding aside for student and family support whether that be through our SST process or through our Family Center. All categorical school expenditures are outlined in detail in the school's SPSA.

Longwood has also continued funding our Bilingual Para-educator to work in small groups with our young readers and support the teachers with lesson development and assist our ELL Specialist with ELPAC testing, among other assignments. Our human resources categorically funded by the school have proven to be our most valuable resources.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$74,517	\$55,550
Mid-Range Teacher Salary	\$104,084	\$84,645
Highest Teacher Salary	\$124,131	\$111,284
Average Principal Salary (Elementary)	\$158,307	\$139,860
Average Principal Salary (Middle)	\$172,464	\$146,440
Average Principal Salary (High)	\$183,511	\$158,447
Superintendent Salary	\$314,081	\$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

## Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. In addition to the full day PD days, Hayward Unified School District is also coordinating minimum days to provide ongoing professional development in continuing to develop our Anti-bias/Anti-racist education. Teachers and staff are working toward understanding Culturally Responsive Literacy through our book study of Gholdy Muhammad's book, "Cultivating Genius." Additionally, Longwood is looking to promote STEM education development by contracting with STEM4Real to support us in implementing STEM activities and practices through an equity lens.

A main focus for Longwood and Hayward Unified School District has been our work in supporting our entire staff with understanding and discussing what it means to be Anti-bias and Anti-racist in today's challenging society. Unfortunately, we continue to see and experience the glaring inequities that have so long existed in our society. Longwood and HUSD are committed to supporting our diverse student and staff population by discussing issues of race and bias in our society in order to better serve our communities. Issues of race and bias extend further than just our students experiences, but through the fabric and identity of many of our educators and staff. By engaging in these conversations we are hoping to be able to bring acceptance, pride, and recognition to the many beautiful cultures that make up the Longwood community.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	3	3