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Longfellow Elementary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Longfellow Elementary
Street	3610 Eucalyptus Ave.
City, State, Zip	Riverside, CA 92507
Phone Number	951-788-7335
Principal	Geri Castro
E-mail Address	gcastro@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/26
CDS Code	33-67215-6032692

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

School Description:
Longfellow Elementary is located in the Eastside Community of Riverside. Longfellow serves approximately 860 students pre-school through sixth grade.

Mission Statement:
The mission of Longfellow Elementary is to educate and empower our scholars and community to reach their highest potential in order to compete globally.

School Motto:
Educate, Engage, and Empower Success! (The 3E-S)

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	123
Grade 1	111
Grade 2	114
Grade 3	109
Grade 4	117
Grade 5	120
Grade 6	126
Total Enrollment	820

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0
Hispanic or Latino	93.9
Native Hawaiian or Pacific Islander	0.1
White	1.8
Two or More Races	0.1
Socioeconomically Disadvantaged	97.3
English Learners	53.9
Students with Disabilities	9.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	38	35	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 10/10/2016

The table displays information collected on 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010) McGraw-Hill Education: Marvillas K-6 DLI (Adopted in 2016)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1890

Last modernized: 2005

Lot Size: 5.7 Acres

26 Permanent Classrooms

12 Portable Classrooms

Library

Multi-Purpose Room

Indoor and Outdoor Cafeteria

Completely Air Conditioned

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Longfellow Elementary School completed their school site inspection on 05/24/17.

Longfellow has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b)

# of Work Orders = 522

Labor Hours = 1256.37

Assessed Value of Work = $54147.17

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 05/24/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A11: Head custodian's office the AC unit will not respond to wall switch. WO 16-263800
Interior: Interior Surfaces	X			A24: Replace all the amaged tile through out the Cafeteria. WO16-256377 F101: Fix sky lites in Library. WO15-238720 & 16-265321

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 05/24/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			A2A: Roaches in our Health Office. WO16-259826 F101: Spray and set traps for roaches in our Library. WO16-263132 F107: Teacher is getting bit by some kind of bugs daily. WO16-258226 P36: Active mouse under rolling cabinet. WO16-263832 P36: Replace the door thresh hold seal and weather stripping to keep mice out and other creatures. WO16-263882 Wing F: Treat all rooms and all drains in the 100 and 200 and library and restrooms for drain gnats.WO16-260971
Electrical: Electrical		X		A20: Replace the single electrical plug with a double plug in the Kitchen, it runs the fly catcher and fan. WO16-264972 F105: 3 ballasts in library need to be fixed. WO16-264055 F105: Ballasts out. WO16-264056 F107: One ballast out. WO16-264058 F202: One ballast out. WO16-264059 F207: One ballast out WO16-264060
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B10: Fourth sink will not stop running. WO16265285 B11: 3rd stall the toilet will not stop running. WO16-264946 D Wing: Fix leaking drinking fountain outside room 12A. WO16-263139
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 05/24/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A10: Adjust new buzzer door as it is not closing and latching. WO16-262122 A10: Adjust the new swing door as it is grinding on the jam when opened. WO16-265625 E10: Replace the back door as it is swollen and leaking. WO16-254474 E11: Replace the back door as it is swollen and leaking. WO16-254475 E9: Replace the back door as it is swollen and leaking. WO16-254473 F103: Security Issue. AV room door lock sticking open position. WO16-262121 F204: Door closer is missing screws and came apart. WO16-265170 F206: Replace window glazing hanging from second floor window. WO16-259965 F206: Spray and set traps for roaches in room. WO16-263134 Grounds: 2 trees behind our Library are rubbing on the 2 story building. WO16-259771 Grounds: Adjust our gate by the trash dumpsters as it is out of alignment and is coming out of the top hinge. WO16-265527 Grounds: Broken sprinkler head that causes the water to pour down the street off Eucalyptus and the intersection street on the west side of school. WO#16-241084 Grounds: Repair 2 dumpster wheels WO16-265243 P32: Fix loose and damaged skirting. WO16-242266

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 05/24/2017				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	24	34	44	48	44	48
Mathematics	23	26	33	35	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	104	100	96.2	20.0
	4	112	112	100.0	33.0
	5	114	113	99.1	36.3
	6	123	119	96.8	43.7
Male	3	55	51	92.7	21.6
	4	59	59	100.0	20.3
	5	56	55	98.2	30.9
	6	55	55	100.0	34.5
Female	3	49	49	100.0	18.4
	4	53	53	100.0	47.2
	5	58	58	100.0	41.4
	6	68	64	94.1	51.6
Hispanic or Latino	3	97	93	95.9	20.4
	4	105	105	100.0	32.4
	5	110	109	99.1	35.8
	6	115	113	98.3	44.3
Socioeconomically Disadvantaged	3	101	97	96.0	20.6
	4	107	107	100.0	32.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	113	112	99.1	36.6
	6	119	115	96.6	43.5
English Learners	3	51	48	94.1	10.4
	4	50	50	100.0	12.0
	5	46	45	97.8	15.6
	6	35	34	97.1	
Students with Disabilities	3	19	18	94.7	5.6
	4	20	20	100.0	
	5	12	12	100.0	
	6	21	20	95.2	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	104	101	97.1	26.7
	4	112	112	100.0	29.5
	5	114	114	100.0	17.5
	6	123	120	97.6	30.8
Male	3	55	52	94.5	25.0
	4	59	59	100.0	27.1
	5	56	56	100.0	23.2
	6	55	55	100.0	30.9
Female	3	49	49	100.0	28.6
	4	53	53	100.0	32.1
	5	58	58	100.0	12.1
	6	68	65	95.6	30.8
Hispanic or Latino	3	97	94	96.9	25.5
	4	105	105	100.0	28.6
	5	110	110	100.0	18.2
	6	115	114	99.1	30.7
Socioeconomically Disadvantaged	3	101	98	97.0	27.6

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	107	107	100.0	28.0
	5	113	113	100.0	16.8
	6	119	116	97.5	30.2
English Learners	3	51	49	96.1	16.3
	4	50	50	100.0	10.0
	5	46	46	100.0	4.3
	6	35	35	100.0	5.7
Students with Disabilities	3	19	18	94.7	11.1
	4	20	20	100.0	
	5	12	12	100.0	
	6	21	20	95.2	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	30	40	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	114	114	100.0	40.4
Male	56	56	100.0	46.4
Female	58	58	100.0	34.5
Hispanic or Latino	110	110	100.0	40.9
Socioeconomically Disadvantaged	113	113	100.0	39.8
English Learners	46	46	100.0	21.7
Students with Disabilities	12	12	100.0	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	23.2	10.7

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Contact Person Name: Anna Lopez
Contact Person Phone Number: 951-788-7335

Parents are encouraged to attend all parent meetings, parent workshops and volunteer in their child's classroom. All parents are encouraged to take an active role in their child's education through homework and ongoing communication with the school. Parents are encouraged to participate in a wide variety of parent trainings that are offered throughout the school year. Some of the classes that are available are: ESL, Computers, Nutrition Workshops, Workshops on Parenting Skills, AVID Workshops, Homework Help and other information that will help support parents become active participants in their child's education in order to have higher expectations for their children which will result in increased student achievement.

Other Available parent involvement opportunities include:
School Site Council
English Learner Advisory Committee
Back To School Night
Open House (including local community organizations' informational booths)
Parent Volunteers in the classroom

Volunteers for special events
PTA
Coffee With The Principal

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	2.7	1.7	1.5	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		27		5		21	3	3	0
1	27		3		28		4		22	1	4	0
2	28		5		26		4		23	1	4	0
3	22	1	4		28		4		22	2	3	0
4	28	1	4		26	1	3		23	2	2	1
5	32		2	1	26	1	4		24	2	0	3
6	21	2	4		25	1	3		25	2	0	3

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,034	$1,191	$4,844	$85,232
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	-7.5	4.1
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-14.7	12.4

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

Types of Services Funded (Fiscal Year 2015-16)

Longfellow Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$177,388   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$217,723   Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Longfellow is committed to ensuring the active participation of all staff members in professional development. Throughout the 2014-2015 school year, Longfellow staff participated in professional development during staff meetings, at district level inservices, and during team meetings. Not only do teachers utilize the expertise provided by our district instructional services staff, but they are also given the opportunity to work with administration and peers trained to assist in strengthening instructional practices. Our staff continued their professional development with the Common Core State Standards as they relate to our English Language Arts and Math instruction. The staff was also provided opportunities to participate in professional development in the areas of technology, intervention, science, and AVID Elementary. The professional development opportunities were offered by our district's staff developers, site personnel, and via conferences.

During 2015-2016 school year, we continued our professional development with district staff developers. We strengthened our understanding of the ELD Standards and Framework, going deeper with ELA and Math development, and continuing to strengthen our intervention program as well as our use of AVID strategies (K-6th). Several teachers attended the AVID Institute, ensuring that all 3rd-6th grade teachers have attended at least one AVID Institute. Our Kindergarten through second grade teachers received AVID professional development from our district office staff. We also received integrated professional development utilizing technology to increase engagement within the classroom. Our site teacher leaders received over 48 hours of professional development focused on visible evidence of learning from Innovate Ed. A portion of the staff was trained(8 hours each) in the elementary STEM Launch Program as part of Project Lead The Way (PLTW).

For our current school year (2016-2017), all of our Kindergarten-Sixth grade teachers have received the 8 hour professional development needed to teach PLTW. There is also ongoing coaching provided by our on-site PLTW Trainer. Our teachers have participated in math professional development provided by district personnel, AVID trainings, professional development focused on "Citing Text Evidence in Writing", and reviewing the SST process. These trainings have each ranged from an hour to four hours long. Our 3rd-6th grade teachers have also received professional development to support their use of the new ELA curriculum (3-5 day trainings). A cohort of seven teachers are currently working with our consultants from Innovate Ed to continue the work started with our site leadership team during the previous school year. This year the hours of professional development connected with Innovate Ed. will exceed 56 hours.

Longfellow teachers participate in Standards based planning. They utilize data derived from assessments in mathematics and language arts to plan instruction and collaborate with site administration to plan and refine professional development.