

Longfellow Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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 2016-17)

Grade Level	Number of Students
Kindergarten	132
Grade 1	99
Grade 2	107
Grade 3	116
Grade 4	96
Grade 5	118
Grade 6	109
Total Enrollment	777

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	94.2
Native Hawaiian or Pacific Islander	0
White	1.5
Two or More Races	0
Socioeconomically Disadvantaged	95.2
English Learners	52.9
Students with Disabilities	10.7
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	38	35	39	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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) Amplify Education, Inc.: CA Core Knowledge (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017) 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	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	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.

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). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

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

of Work Orders = 418

Labor Hours = 1430.2

Assessed Value of Work = \$61,597.50

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/21/2017				
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			Cafeteria: Damaged sheet rock, holes
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			admin: 5-stained carpet by copier k playground: 5-dirty drinking fountain playground: 5-dirty drinking fountain
Electrical: Electrical	X			cafeteria: 7-two missing tube gard kitchen: 7-three lights out
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Mens Restroom: Portable 41: Floor heaving at structure joint causing substantial unlevelness, no hot water Room 10: 2' x 4" lighting fixtures out 2 each, leaking faucet, low flow fountain
Safety: Fire Safety, Hazardous Materials	X			Library: Roaches in reading area, found in fire extinguisher, extinguisher missing bracket cannot hang
Structural: Structural Damage, Roofs	X			Back Kinder Playground: Various trip hazards in play area, cracked missing sub strate Hardscape Walkway: Trip hazard, broken missing concrete work order #16-264823 Portable 39: Soffit vents fallen, wood siding damaged Portable 41: Floor heaving at structure joint causing substantial unlevelness, no hot water

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Back Kinder Playground: Various trip hazards in play area, cracked missing sub strate Portable 40: Damaged door closer Upper Playground: Trip hazard, due to holes in scape & lifting corners

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/21/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	36	48	47	48	48
Mathematics (grades 3-8 and 11)	26	21	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	442	439	99.32	35.99
Male	226	223	98.67	30.49
Female	216	216	100	41.67
Black or African American	11	11	100	18.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Hispanic or Latino	415	412	99.28	35.68
White	--	--	--	--
Socioeconomically Disadvantaged	424	421	99.29	36.1
English Learners	272	269	98.9	29.74
Students with Disabilities	76	76	100	3.95
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	442	441	99.77	20.63
Male	226	225	99.56	20.89
Female	216	216	100	20.37
Black or African American	11	10	90.91	40
Asian	--	--	--	--
Hispanic or Latino	415	415	100	20.48
White	--	--	--	--
Socioeconomically Disadvantaged	424	423	99.76	20.8
English Learners	272	272	100	16.54
Students with Disabilities	76	75	98.68	2.67
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	30	40	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.9	13.9	18.3

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 State priority: Parental Involvement (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 2017-18)

Contact Person Name: Anna Lopez

Contact Person Phone Number: 951-788-7335

Parents are encouraged to attend all parent meetings, parent workshops, volunteer in their child's classroom, to take an active role in their child's education through homework and ongoing communication with the school. Many parents participate in a wide variety of parent trainings that are offered throughout the school year. Some of the classes/trainings that are available are: ESL, Computers, Nutrition Workshops, Workshops on Parenting Skills, AVID Workshops, and Homework Help. These classes help support parents become active participants in their child's education in order to have higher expectations for their children which 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7	1.5	2.9	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	27		5		21	3	3		22	2	4	
1	28		4		25		4		25		4	
2	26		4		25		5		27		4	
3	28		4		30		3		28		4	
4	26	1	3		27	1	3	1	25	1	3	
5	26	1	4		33			3	31		3	
6	25	1	3		29	1	1	3	27	1	3	1

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6965	1229	5736	88871
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-17.3	-2.3
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-26.3	7.6

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$172,258 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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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. During the 2017-2018 school year, all staff members at Longfellow will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level or curriculum. The teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings.

Our teachers will have a minimum of five days of training provided by the district and school site for professional development in the area of Language Arts, Mathematics, and Behavioral Support provided by the staff developers from the district and our site teacher mentors. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year. 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.

Below is a list of professional development attended by our teachers and other staff:

1. Writing: Citing Textual Evidence Across Genres
2. Utilizing data from our adaptive technology programs (ELA & Math) to assist with differentiation, frontloading, and reteach
3. PLTW (Project Lead The Way)
4. Visible Evidence of Student Learning & Depth of Knowledge
5. Positive Behavior Support
6. AVID Refresher and Support

During the 2016-17, all of our teachers participated in a minimum of five days of training provided by the district and school site for professional development. All teachers were trained in Project Lead the Way (PLTW) as part of our STEM curriculum. Our teachers 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 ranged from an hour to four hours long. Our 3rd-6th grade teachers also received professional development to support their use of the new ELA curriculum (3-5 day trainings). A cohort of seven teachers worked with our consultants from Innovate Ed to continue the work started with our site leadership team during the previous school year. The hours of professional development connected with Innovate Ed. exceeded 56 hours.

During 2015-2016 school year, we continued our professional development with district staff developers. Our teachers participated in a minimum of five days of professional development. 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).