

Longfellow Middle School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Longfellow Middle School
Street	1500 Derby Street
City, State, Zip	Berkeley, CA 94703
Phone Number	(510) 644-6360
Principal	Salita Mitchell
Email Address	salitamitchell@berkeley.net
School Website	longfellowberkeley.org
County-District-School (CDS) Code	01-61143-6090294

2022-23 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website Address	www.berkeleyschools.net

2022-23 School Overview

Longfellow is a dynamic and diverse comprehensive middle school. We work to create an environment in which all students can grow and learn. This is done by deeply understanding the specific developmental needs of the middle schooler. Our students are supported in building a perspective of agency and community responsibility. We actively engage in our diversity; we offer a variety of supports and enrichments to ensure all of our students find a place at Longfellow. Teacher as a facilitator and elder is the prevalent mindset of our school. We welcome the convergence of our various cultural experiences and incorporate them into our school-wide culture.

Our general comprehensive program offers students an academic program that speaks to the whole child. All content areas are offered, and to ensure high-quality learning and academic performance, we use data-informed practice to identify the areas where our students could use increased levels of support. These support measures include, but are not limited to, subject-paired support classes, intervention classes, tutoring, and access to online support videos and other resources. We scaffold our scholarly environment: many incoming sixth graders are offered structural academic success opportunities to help them better adjust to the rigorous expectations of middle school. As an AVID school, we regularly use school-wide AVID practices. Specifically, identified students can participate in the AVID program as 7th & 8th graders. AVID (Advancement Via Individual Determination) is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach. Many of Longfellow's veteran teachers are direct AVID instructors. Our Two Way Immersion (Spanish) program is integral to our academic diversity. This program offers Native Spanish and Non-Native speakers who have participated in an elementary immersion program or can pass the test to extend their learning. We offer 1-2 subject matter classes entirely in Spanish, strongly emphasizing bi-literacy and true cultural understanding for both Native and Non-Native speakers. We also offer the Umoja, a BUSD program specifically designed for Black/African American learners. This unique program is offered as a school day Cultural Enrichment for 6th-8th graders. It is exclusively available at Longfellow. As a comprehensive middle school, we seek to offer our students a wide range of elective options, including five music classes, Gardening and Cooking, Spanish, MakerSpace (CS, Robotics, and Design), Visual Arts, Drama, Dance, and several academically oriented electives.

A continuum of services for students with special needs and learning differences is available. The goal is always to meet the student's IEP or 504 goals while consistently incorporating these students seamlessly into the larger school community whenever possible. Through our Comprehensive Integrated Mental Health program, we partner with several local universities; we can offer basic drop-in, individual, and group therapeutic services to students in need. This program speaks directly to the reality of the social-emotional needs specific to middle school. There is a strong focus on building students' independence and

2022-23 School Overview

self-advocacy to be better prepared for high school. We strive to nurture our students' interests, embracing their diverse families, cultures, and communities and developing the skill sets necessary for college and career readiness and those necessary to be a good human being. We set high expectations while providing consistent and thoughtful support. Longfellow's teachers measure their success by how much their students grow and learn. Both students and teachers develop their knowledge through reflection, collaboration, and meaningful work. Longfellow recognizes that this level of work is immediate and necessary to fulfill our mission:

Longfellow's mission is to enable our student body to achieve academic excellence and take their places as positive contributors to our world, regardless of their socio-economic background.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	151
Grade 7	148
Grade 8	169
Total Enrollment	468

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.2
Asian	6.8
Black or African American	24.6
Filipino	0.9
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.3
White	14.5
English Learners	14.5
Foster Youth	0.6
Homeless	3.2
Migrant	0.0
Socioeconomically Disadvantaged	63.0
Students with Disabilities	16.7



A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.40	73.05	417.10	82.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	23.88	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	3.07	6.10	1.21	12115.80	4.41
Unknown	0.00	0.00	2.20	0.45	18854.30	6.86
Total Teaching Positions	29.30	100.00	504.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	81.87	453.00	87.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.32	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	17.01	44.90	8.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.90	0.96	11953.10	4.28
Unknown	0.40	1.13	10.60	2.06	15831.90	5.67
Total Teaching Positions	35.40	100.00	515.20	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	7.00	6.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.00	6.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.20	16.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	0.00

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

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

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Year and month in which the data were collected January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Inquiry By Design Adopted 2017	Yes	0%
Mathematics	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015; Desmos (GR 7-8)	Yes	0%
Science	FOSS Science Adopted in 2007	Yes	0%

History-Social Science	History Alive! California Middle Schools Program (Teachers' Curriculum Institute) Adopted in 2006	Yes	0%
Foreign Language	Realidades - Spanish	Yes	
Health	Healthy Oakland Teens Curriculum Adopted 2017	Yes	0%

School Facility Conditions and Planned Improvements

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: September 12, 2022

Year and month of the most recent FIT report

September, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There is a major Modernization scheduled for Longfellow in 2025. They will upgrade many components of the site.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	469	448	95.52	4.48	45.64
Female	251	239	95.22	4.78	53.36
Male	218	209	95.87	4.13	36.84
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	29.03
Black or African American	114	105	92.11	7.89	25.96
Filipino	--	--	--	--	--
Hispanic or Latino	205	199	97.07	2.93	41.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	61.54
White	70	67	95.71	4.29	85.07
English Learners	58	57	98.28	1.72	7.02
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	13.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	293	280	95.56	4.44	31.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	82	72	87.80	12.20	8.45

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	469	445	94.88	5.12	31.91
Female	251	237	94.42	5.58	34.60
Male	218	208	95.41	4.59	28.85
American Indian or Alaska Native	--	--	--	--	--
Asian	32	30	93.75	6.25	20.00
Black or African American	114	104	91.23	8.77	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	205	198	96.59	3.41	28.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	48.72
White	70	67	95.71	4.29	64.18
English Learners	58	56	96.55	3.45	3.57
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	293	278	94.88	5.12	19.42
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	82	70	85.37	14.63	7.14

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.16	--	49.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	159	94.08	5.92	25.16
Female	86	81	94.19	5.81	29.63
Male	83	78	93.98	6.02	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	47	44	93.62	6.38	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	77	74	96.1	3.9	17.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	19	86.36	13.64	78.95
English Learners	19	19	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	112	94.12	5.88	11.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	7.41

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	74	74	74	74	73

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We welcome parents to get involved in all aspects of our school, including assisting teachers, monitoring recess periods, chaperoning events, fundraising, helping after school, or serving as a writing coach for our 7th & 8th-grade students. We also welcome parents to our School Site Council, which analyzes budgetary needs and recommends funding. We are thankful for our active PTA, awarded teacher mini-grants, sponsored winter and spring family nights, the spring fair, and much more. We motivate all parents to be involved most easily and simply by supporting Longfellow's schoolwide and individual classroom expectations. Your student's success is indeed a partnership.

We have three family affinity groups: the African American Village, Nuestra Voz, and the Proud Parents and Allies Adult (PPAA). These groups are led by parents in collaboration with school staff to improve the condition and experience for traditionally marginalized students. Each group member has a representation on the PTA, and the two groups work together to support all stakeholders.

To get involved in Longfellow's PTA, please contact the school office at (510) 644-6360 or email longfellow.pta.bUSD@gmail.com.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	484	55	11.4
Female	263	256	28	10.9
Male	230	228	27	11.8
American Indian or Alaska Native	2	2	1	50.0
Asian	35	33	1	3.0
Black or African American	123	120	21	17.5
Filipino	5	5	0	0.0
Hispanic or Latino	211	209	24	11.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	39	3	7.7
White	74	74	5	6.8
English Learners	72	69	6	8.7
Foster Youth	5	5	2	40.0
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	310	305	38	12.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	92	11	12.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.57	1.22	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.26	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.26	0.00
Female	3.42	0.00
Male	5.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.53	0.00

2022-23 School Safety Plan

The oldest buildings of Longfellow Middle School were constructed in 1922. Currently, the school campus covers 3.73 acres and includes 27 permanent classrooms, a staff work room, a library, a gym, one computer lab, a cafeteria, a theater, a READ 180 lab, and a new cooking/gardening center. In the 2007-08 school year, the school renovated the Sixth Grade Building in 2008. The facility strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recess, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school always fully complies with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held quarterly, and intruder drills are held twice a year.

Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies. Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in the fall 2020.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	10	
Mathematics	20	10	11	
Science	25	5	7	
Social Science	21	8	7	

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	5	6	6
Mathematics	40	2	3	16
Science	39	3	2	8
Social Science	38	3	3	9

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	15	7	
Mathematics	21	11	8	1
Science	24	5	8	
Social Science	23	5	10	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	156

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 12,168.14	\$1,971.57	\$ 10,196.57	\$84,851.23
District	N/A	N/A	\$12,087.09	\$87,269
Percent Difference - School Site and District	N/A	N/A	-200.0	-2.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-200.0	2.1

2021-22 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,125	\$52,478
Mid-Range Teacher Salary	\$82,294	\$80,810
Highest Teacher Salary	\$102,115	\$101,276
Average Principal Salary (Elementary)	\$135,396	\$127,080
Average Principal Salary (Middle)	\$139,707	\$134,264
Average Principal Salary (High)	\$154,309	\$147,200
Superintendent Salary	\$244,975	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

During the 2022-23 school year all new teachers to BUSD engaged in two days of professional development on curriculum and effective pedagogical practices to empower students on 8/9 and 8/10 2022. On 10/10/22 all 6-8th grade staff (certificated and classified) engaged in districtwide professional development. Staff were able to pick their sessions. The Choice Sessions were around the theme of neurodiversity with some of the topics being: Incorporating SEL, Accommodations for Executive Function, Dyslexia and Inclusion, Executive Functioning and the Brain, Culturally Responsive PBIS Practices, Neurodiversity Affirming Practices in the classroom, and Maximizing Partnerships with IAs in Middle School. Additionally, all 6-8th grade teachers engaged in 5 two hour sessions which were dedicated collaboration time to continue to deepen their learning. Every TK-8 site has a Literacy Coach Equity Lead, and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	8