

Longfellow Elementary School

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 School
Street	1900 Stockton Street
City, State, Zip	Bakersfield, CA 93305
Phone Number	(661) 631-5350
Principal	Michael Barella
E-mail Address	barellam@bcasd.com
Web Site	
CDS Code	15-63321-6009062

District Contact Information	
District Name	Bakersfield City School District
Phone Number	661-631-4600
Superintendent	Doc Ervin
E-mail Address	supt@bcasd.com
Web Site	www.bcsd.com

School Description and Mission Statement (School Year 2017-18)

Longfellow School is located on the corner of Union Avenue and Bernard St. It is one of 41 schools in the Bakersfield City School District and established in 1926.

Today, Longfellow School serves students in Pre-K thru 6 grades. We have approximately 850 K-6 students and approximately 50 Pre-k students. Longfellow's instructional programs include Traditional, English Immersion, Special Education, autistic and Pre-Kindergarten. Longfellow has a full-time principal, assistant principal, 2 intervention teachers, a behavior intervention specialist, 5 Special Education teachers, and 35 full-time credentialed teachers who teach in self-contained classrooms. All K-3 classes average 21 students, with 5 Kindergarten teachers providing an extended day schedule.

School Site Mission

Our mission is to ensure that all students acquire all of the grade level skills and knowledge essential to their success.

School Site Vision

Longfellow's vision is to become a leader in BCSD that is characterized by:

Collaboration: Working interdependently toward common goals by learning from each other to create the momentum that drives student and teacher improvement.

Data Driven: Where teams analyze data and plan immediate systematic intervention, enrichment, and celebration of student success.

Culture: Where there is collective accountability, integrity, trustworthiness, respect, and honesty among staff and students.

Professional Growth: Where all teams ensure high expectations for themselves and their students, question the status quo, research new methods, and reflect on the results.

Parent Engagement: Where we ensure all parents are welcomed and engaged in the learning process.

School Safety: Where we will support students efforts to manage their own behavior by being taught a proactive skill building approach which will promote pro-social behavior in a safe learning environment.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	127
Grade 1	125
Grade 2	133
Grade 3	122
Grade 4	105
Grade 5	94
Grade 6	108
Total Enrollment	814

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.6
Asian	0.5
Filipino	0.5
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0
White	6.5
Two or More Races	1.7
Socioeconomically Disadvantaged	96.7
English Learners	29.9
Students with Disabilities	8.8
Foster Youth	0.5

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	37		
Without Full Credential	3	3		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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: September, 2017

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-5: Pearson Scott Foresman, Pearson CA Reading Street; Pearson Calle de Lectura para California, 2010</p> <p>Grades 6-8: Holt, Rinehart & Winston, Holt Literature and Language Arts, 2010</p> <p>Grades K-5: Pearson Scott Foresman, Language Central (ELD), 2010</p> <p>Grades 6-8: HMH, English 3D (ELD), 2017</p> <p>Grades 4-6 Elementary: Sopris West Educational Services, Language!, 2011</p> <p>Grades 6-8 Junior High/Middle Schools: Steck-Vaughn, California Gateways, 2011</p>	Yes	0%
Mathematics	<p>Grades K-5: McGraw Hill, McGraw Hill My Math, 2013</p> <p>Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013</p> <p>Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013</p> <p>Grade 8: McGraw Hill, Glencoe Algebra1, 2013</p>	Yes	0%
Science	<p>Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007</p> <p>Grades 6-8: Holt, Rinehart & Winston, Holt California Science: Earth, Life and Physical Science, 2007</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grades K-5: Harcourt School Publishers, Reflections, 2007 Grade 6: Holt, Rinehart & Winston, Holt California Social Studies: World History, Ancient Civilizations, 2006 Grade 7: Holt, Rinehart & Winston, Holt California Social Studies: World History Medieval to Early Modern Times, 2006 Grade 8: Holt, Rinehart & Winston, Holt California Social Studies: United States History Independence to 1914, 2006	Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts	Grades K-5: Harcourt School Publishers, Harcourt Art Express, 1999 Grade 6 (Elementary): Glencoe/McGraw Hill, Glencoe/McGraw Hill, Understanding Art, 1999 Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007 Grades K-6 (Elementary): Silver Burdett, Silver Burdett Music Connection, 1999 Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007	Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Longfellow School was built in 1956 and modernized in 1994. It sits on 7.57 acres of which 3.3 acres is playground. This school has 41 classrooms, a multi-purpose facility, library, pre-k classroom, instructional materials center, school readiness room, psychologist/speech room, academic coach office, computer lab and a staff room. The campus also has a staff lounge.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District's Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

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: 09/07/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/07/17				
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)	17	20	31	34	48	48
Mathematics (grades 3-8 and 11)	7	10	21	23	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	416	408	98.08	19.66
Male	199	194	97.49	17.53
Female	217	214	98.62	21.6
Black or African American	40	39	97.5	12.82
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	339	333	98.23	19.58
White	27	26	96.3	26.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	405	98.06	19.55
English Learners	176	172	97.73	16.28
Students with Disabilities	54	53	98.15	24.53
Students Receiving Migrant Education Services	24	24	100	20.83
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	416	408	98.08	10.05
Male	199	194	97.49	11.86
Female	217	214	98.62	8.41
Black or African American	40	39	97.5	2.56
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	339	332	97.94	9.34
White	27	27	100	22.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	405	98.06	10.12
English Learners	176	171	97.16	11.11
Students with Disabilities	54	54	100	11.11
Students Receiving Migrant Education Services	24	24	100	12.5
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)	13	17	32	33	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.

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	20.2	12.8	10.6

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)

Staff, parents, and community members have many opportunities to work together throughout the school year. We believe that parent involvement represents an important component in promoting student achievement. Longfellow maintains an “open door policy” with our parents and community members to participate in the educational process of their children. Parent/teacher communication is a top priority to improving achievement, and attendance. This is accomplished through bi-monthly newsletters.

Longfellow hosts a Parent Resource Center devoted to parent engagement classes. Parent involvement is evident throughout the school through the Longfellow Parent Teacher Association, parent conferences, School Site Council meetings, development of the School Plan, English Learner Advisory Committee, and Books and Bingo night.

Parents are active in supporting school activities such as Parent /Teacher conferences, Student Study Team Meetings, IEP’S, Back-to-School Night, Read Across America, Winter and Spring Musical Programs, Parent Night, working side by side and at home for the teachers, and a variety of programs and concerts. Parents can call our school office at (661) 631-5350 to access information concerning participation opportunities.

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	2.5	6.3	4.0	3.3	3.3	2.1	3.8	3.7	3.6
Expulsions	0.0	0.3	0.5	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Longfellow established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Longfellow's School Safety Plan is current and is updated annually. Key elements of Longfellow's School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

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	1999-2000	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	36
Percent of Schools Currently in Program Improvement	N/A	87.8

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	20	1	7		21	1	6		21	1	5	
1	25		5		19	4	3		21	3	3	
2	23		5		21	2	4		19	4	3	
3	20	5			20	1	5		21	1	5	
4	27		3		31		3		25		4	
5	21	1	4		23	1	4		29		3	
6	25	1	3		19	2	4		21	1	4	
Other	19	1	1						10	2		

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other	3	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	\$7,186	\$1,610	\$5,576	\$60,862
District	N/A	N/A	\$5,890	\$67,730
Percent Difference: School Site and District	N/A	N/A	-5.3	-10.1
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-15.2	-22.3

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

Types of Services Funded (Fiscal Year 2016-17)

-
- Special Ed
 - Migrant Ed
 - TITLE I
 - After School Program
 - State Pre-K
 - FFVP
 - School Site Supplemental Funds
 - NSLP

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,829	\$48,678
Mid-Range Teacher Salary	\$67,581	\$78,254
Highest Teacher Salary	\$87,137	\$96,372
Average Principal Salary (Elementary)	\$122,768	\$122,364
Average Principal Salary (Middle)	\$126,177	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$225,000	\$212,818
Percent of Budget for Teacher Salaries	34%	38%
Percent of Budget for Administrative Salaries	4%	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)

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

The district created professional development based on the Common Core State Standards for teachers and administrators. The modules included a Common Core overview, Mathematical Practices, Cross-Curricular/Evidence Based Writing, Text Complexity/Academic Vocabulary and the new ELD standards for California. We also provided extensive professional development for Professional Learning Communities through the use of Guiding Coalitions to school site and district teams. On-site coaching and support is provided by academic coaches for reading/language arts and mathematics. The district provides time and resources for collaboration, planning, and professional development. Additionally, we provided professional development on Positive School-wide Behavior Intervention and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year focused on best practices for improving student achievement.

New teachers with California preliminary credentials received professional development through the Beginning Teacher Support and Assessment (BTSA) program. The focus of training was in the Formative Assessment for California Teachers (FACT), California Standards for the Teaching Profession (CSTP), meeting the California Induction standards, and the California Academic Content Standards. Each beginning teacher was assigned a veteran teacher who served as a support provider. The support providers received on-going professional development in FACT, coaching strategies, and instructional techniques. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a support provider that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Support providers received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.