

## School Accountability Report Card

# Henry Wadsworth Longfellow Elementary School

Barbara Klein, Principal

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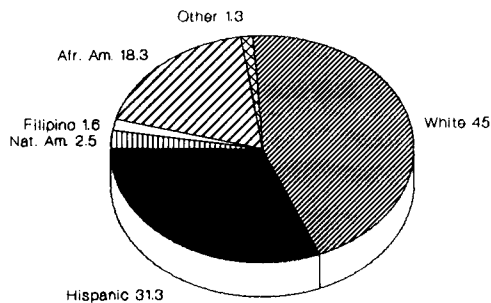
## School Profile

Longfellow Elementary is a Spanish Immersion Magnet School located in the Clairemont area of San Diego. The program began in 1977 and serves children from many parts of the city plus approximately 20 neighborhood children. On September 27, 1991, the school enrollment was 447.

As an immersion program, Spanish is the only language of instruction from kindergarten through second grade. From third to sixth grades, 20 percent of the child's day is an intensive English language program. Nine percent of the students enrolled this year are Limited English Proficient, with Spanish as their native tongue.

Longfellow's ethnic breakdown provides considerable cultural diversity.

Student Racial/Ethnic Composition  
1991-92



Percentage of Total Enrollment

### Mission and Goals

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

*It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.*

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning

## Student Learning

### Student Achievement

#### How are students doing?

Longfellow is committed to academic excellence. We teach to build foundations for future learning and academic growth. Test scores and portfolios are a reflection of student progress toward becoming a literate and thinking person.

### Report Card Meeting, Information

**Date:** March 10, 1992

**Time:** 5:30 p.m.

**Place:** Longfellow Elementary Cafeteria

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Longfellow Elementary's policies, programs, and progress. A meeting will be held March 10 at 5:30 p.m. to discuss the report card and answer questions.

Additional information about all areas covered in this report card is available at Longfellow Elementary School. We invite parents to come to Longfellow to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Our mission is for the administration, staff, parents, and students to work together to provide a positive and challenging program at Longfellow Elementary School.

Our goals for this year are to:

- Improve the achievement levels of all students, utilizing a variety of assessment tools, including portfolios
- Assist parents in helping their students at home and in school
- Train staff and parents on a shared decision model
- Improve the physical condition of our school
- Lower the unexcused absence rate of our students
- Help the students to become more responsible and considerate of others

Our report card is organized around the four district goal areas. This will help parents understand our school's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

Parents are strongly encouraged to talk with teachers to gain a clear understanding of their child's academic progress.

Students in San Diego City Schools take two sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language, mathematics, and other selected areas (grades 4, 5, and 10)

are being piloted this year; in past years students were tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)

- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Since English instruction begins at third grade CAP scores are slightly lower than the district level in reading and written language. In the area of math, third grade CAP scores were higher than the district level.

In the past sixth grade students' CAP scores surpassed the district and state levels in reading, written language, and mathematics.

At Longfellow we test grades 3-6 using the ASAT.

In addition, Longfellow tests grades 1-6 in Spanish using *Aprenda*, which replaces *La Prueba*.

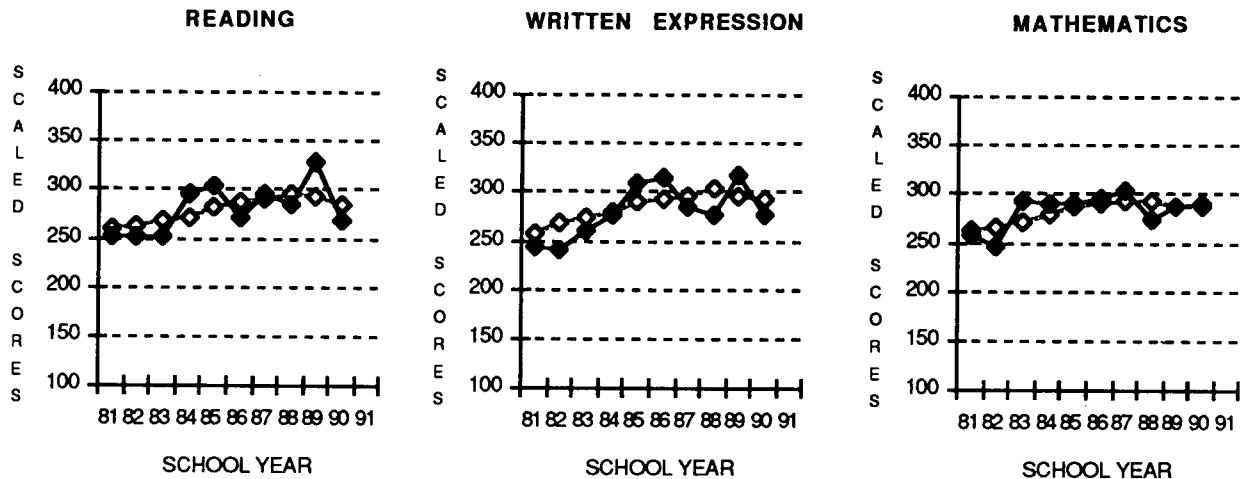
### Attendance/Dropouts

#### Do more students attend and stay in school?

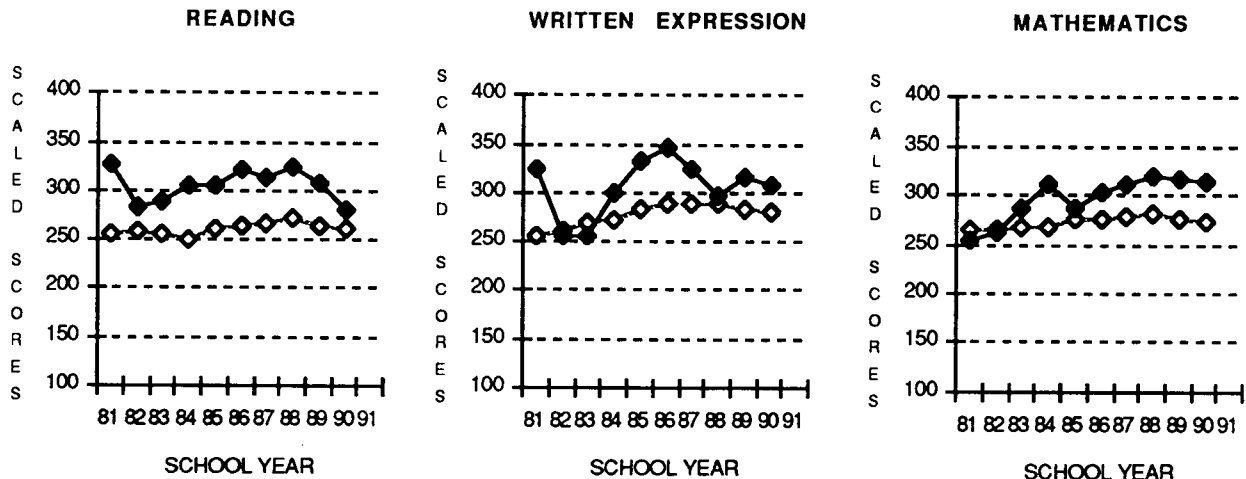
An important goal of Longfellow Elementary is to keep students in school. Our 1990-91 attendance rate was 94.4 per cent.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1986-87	4.0	94.5
1987-88	8.1	93.3
1988-89	14.3	93.6
1989-90	4.3	94.4
1990-91	12.6	94.4

### CALIFORNIA ASSESSMENT PROGRAM DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES 1980-81 THROUGH 1990-91 GRADE 3



### GRADE 6



CODE:    ◆ ——— ◆ = SCHOOL    ◇ ——— ◇ = DISTRICT

Our plan to reduce unexcused absences includes the following: attempts will be made to verify all absences either by phone or note; we will send forms home for your signature if we cannot reach you by telephone; we may schedule home visits; we will hold special awards assemblies for perfect attendance along with monthly and weekly acknowledgment of low absence rates in specific classrooms. The Counseling Center maintains a telephone answering machine to receive calls regarding a child's absence (276-7530). Parents and children will be counseled in situations that require individual attention.

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1991 sampling of data found that 0.2 percent of the attendance claimed at our school did not meet these standards. We could lose state money in the future because of these part-day absences.

### **Discipline and Climate for Learning**

#### *Is this school a good place to learn?*

The Longfellow staff encourages a positive climate of learning throughout the school and uses a multifaceted approach to meet the guidance and discipline needs of students. Stu-

dents are learning how to respect the rights and feelings of others and how to interact with staff and fellow students in an appropriate manner. We support the belief that teachers have the responsibility to teach and students have the responsibility to learn. Staff and students are expected to behave in a way that supports that philosophy.

The consultation team meets on a weekly basis to address particular needs of children. These meetings provide an opportunity for teachers and support personnel to share information about a child's progress and formulate a plan of action. Parents of children involved in this process are notified of these meetings and many choose to be present.

It is important to us that all children at Longfellow be formally recognized for some area of behavioral or academic strength. Awards are given to several children at our monthly awards assembly until the whole class has been acknowledged by the year's end. The classroom with the fewest absences is acknowledged on a monthly basis. Students' work is prominently displayed throughout the school, providing opportunities for peer and adult recognition. Children can earn "A Star for a Star" coupons during recess. These are redeemable in the classroom for various kinds of recognition.

## **Teaching Quality**

### **Teaching Assignments**

#### *Do we have qualified teachers?*

This year Longfellow has 17 classroom teachers (15 in the Spanish component, two in the English component). The majority of the Spanish-speaking teachers hold bilingual credentials. More than half of the teaching staff has been at Longfellow for more than six years. The school has a combination of full-time and part-time aides, half of whom have been with the program for more than six years and some since its inception in 1977. Additionally, Longfellow's program is enhanced by teachers with certification in the areas of Spanish literature, gifted education, multicultural education, computer education (bilingual instructional technology, magnet instructional design technology), and National Science Teacher Accreditation. More than half of the teachers have a master's degree in Spanish or education. Other teachers are in the process of obtaining a master's degree.

### **Teacher and Administrator Evaluation**

#### *How are teachers and administrators evaluated?*

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement and develops a program for improvement with the teacher.

The principal is also evaluated every two years in a similar manner by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there is a procedure that you can follow. You can find it in *Facts for Parents* sent home with every student

at the beginning of the school year. You may call the principal or the School Services Division, as appropriate, to discuss this subject at any time.

### **Substitutes**

#### *Do we have qualified substitutes?*

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise. This past year all classrooms were staffed by qualified substitute teachers when necessary. Although Spanish-speaking substitutes are not always available, every effort is made to provide bilingual substitutes for the Spanish Immersion Program.

### **Quality of Instruction and Leadership**

#### *How good is it?*

Longfellow Elementary's K-6 instructional program is the only total Spanish immersion program in the city. The goal for all children is to become bilingual in English and Spanish by the end of grade 6. Last year the California School Boards Association recognized Longfellow as a first-place winner in the Golden Bell Award competition. This statewide program recognizes excellence and innovation and identifies exemplary models to provide curriculum leadership for other schools. Of the 299 entries, only 19 schools were selected for this prestigious award.

Longfellow's curriculum is aligned with state-adopted frameworks and guidelines and emphasizes a global perspective through the use of multicultural themes. A new, litera-

ture-based Spanish language arts programs is being implemented in grades K-6.

Curriculum leadership is provided by the principal, the magnet resource teacher, and a talented cadre of regular and mentor teachers on site. Ongoing communication with staff and parents is maintained via the School Site Council, School Site Advisory Council, PTA, and various school and district committees. Parents are extremely supportive and active in Longfellow's co-curricular program.

Staff and parents are generally proud of their school and have high expectations for student success. A spirit of teamwork and cooperation is encouraged through shared decision-making and celebration of achievements and successes.

### Training and Curriculum Improvement

#### What are we doing to improve staff effectiveness?

We believe in ongoing professional development of our staff. The principal supports opportunities for teachers to attend conferences, workshops, and mentor teacher demonstrations. The school budget provides for the limited cost of substitutes and conference fees. Some teachers participate in professional growth activities at their own expense. Four staff development days are scheduled for professional improvement.

Teachers receive training in the areas of teaching-learning styles, peer coaching, and the Whole Language Approach curriculum. Eight of our teachers are involved in Project Turning Point, a race-human relations program which provides insights and methodologies related to a variety of teaching strategies.

### Counseling and Support Services

#### What kind of support does Longfellow offer students?

Longfellow offers the following support services:

- A counseling center staffed by the district counselor three days a week and a full-time guidance aide
- A school nurse available one day a week and a nurse's aide four days a week
- One English basic skills teacher 20 hours a week, providing reading and math reinforcement to students with special needs
- A part-time resource specialist and an instructional aide who serve students with special needs
- An English for Limited English Proficient Students (ELEPS) teacher working 20 hours a week with our 44 limited English speaking students
- A speech therapist two days a week
- An adaptive PE teacher available for students who have special needs

### Textbooks and Other Instructional Materials

#### How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New text-

books in a subject area are adopted every eight years according to the state textbook review cycle. This year Longfellow will begin using newly-adopted materials in visual arts and music. The new Spanish literature-based language arts program (reading, language, writing) is being implemented throughout the district. Longfellow won a \$20,000 grant to purchase classroom literature sets and provide curriculum writing for teachers to write cross-curricular units.

All students have access to the school library through regularly scheduled weekly classroom visits. The library is well-stocked with approximately 5,000 fiction and non-fiction books, including 1,500 in Spanish.

Longfellow has a computer lab with 16 Apple IIGS computers, which are networked through a Macintosh SE 30 computer. The computer lab reinforces and enhances academic skills. Each classroom also has an Apple IIe computer which allows each child to receive extra computer experience. Longfellow is plunging headlong into the technology of the 21st century by using Spanish/English laser videodiscs and computer-simulated experiments in the area of science.

### School Facilities and Safety

#### How clean, safe, and orderly is our school?

The school site is 37 years old. The main facility is a single-story plant consisting of 16 permanent classrooms and one portable classroom. The lack of a parking lot creates ongoing traffic problems for the community and staff.

The school is neat in appearance, with rare incidents of graffiti and vandalism. Community members are alert and tend to report suspicious activities around the school. Students in general have a positive attitude toward their school and play a major role in maintaining a clean campus.

To promote student safety, we insure that procedures for student emergencies are reviewed with the staff, parents and students. Adult supervision is provided 8:45-9:00 a.m. and 3:35-3:50 p.m., except on Wednesday minimum days when afternoon supervision is provided 12:55-1:10 p.m.

### Class Size

#### Are classes too large?

Longfellow had the following class sizes on September 27, 1991:

Grade Level								
K	1	2	3	4	5	5-6	6	SpEd
32	31	26	30	31	30	31		
32	32	24	30	32		31		
30		25						

We believe we could be more effective in meeting children's needs if we had smaller class sizes. We do, however, augment our credentialed instructional staff and enrich our adult-to-student ratio with full-time and part-time instructional aides in each classroom and basic skills personnel.

# Integration and Diversity

## Race and Human Relations

### Do students get along with each other?

A vital factor in our students becoming contributing members of a multicultural society is their ability to understand and appreciate others' diverse backgrounds. Magnet schools

exist to promote positive perceptions of varied ethnic groups and backgrounds. Longfellow is a magnet school that plans all its activities to focus on enhancing relationships among staff and students from varied ethnic backgrounds. We are proud of our strong program in race/human relations, including staff participation in the Turning Point Program.

## Shared Decision-Making

### Community Involvement

#### Do we welcome parent and community involvement?

All of Longfellow's parents have chosen our school for their children and there is a high level of support for the program. Considering the fact that 95 percent of our students are bused from various areas of the city, impressive numbers of parents are involved on campus in an ongoing capacity. Most of this support is channeled through the Parent Teacher Association (PTA) and *Los Compadres*, a non-profit charitable association of the Longfellow PTA. It is designed to raise extra monies for educational programs/materials. It is also a goal of *Los Compadres* to promote relations with the people and businesses that make up our school community.

Support includes:

- Monthly student awards recognizing special accomplishments
- Thousands of volunteer hours in classrooms, the morning run, and biweekly preparation of instructional materials
- Funding for co-curricular activities such as field trips, aerobics, and wish list items

- Cultural Arts assemblies

A newsletter, *The Scribe*, is published monthly and parent representatives are in contact with the administration and faculty of Longfellow through the PTA, the School Site Council and various committees.

At the end of the school year, parent volunteers are honored and thanked with a special volunteer appreciation potluck at which they are given acknowledgement and appreciation by the principal. Reciprocally, the parents extend their appreciation to the hard-working staff through a potluck luncheon organized by the PTA. Last year a Partnership in Education program was implemented with the Institute of the Americas. The goal is to enhance student and staff awareness of political, economic, and cultural issues in the Americas.

Our school is in the process of creating a governance document to describe our shared decision-making process. A design team will consider a broad range of options for improving Longfellow's program for all stakeholders, including students, staff, and community.

## Finances

### Expenditures and Services Offered

#### Where does it all go?

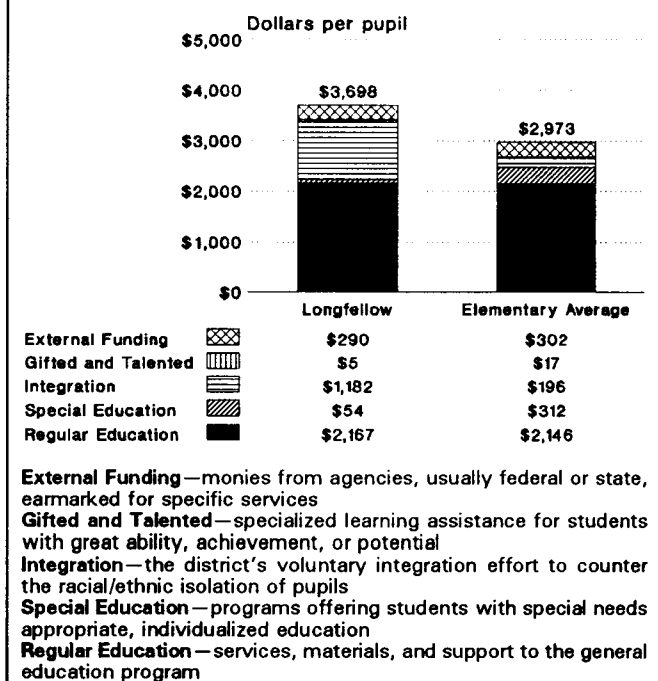
The adjoining budget chart shows the major areas of district funding for Longfellow Elementary and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, and district administration.

With few exceptions, little latitude is offered to Longfellow Elementary to determine use of funds. Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Recent legislation has required school districts to report salary comparisons. The salary table on the next page compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are for the 1989-90 school year.

Budget cuts for Longfellow this school year exceeded \$50,000 compared to last year's funding, even though our enrollment increased from 418 to 447 students. These cuts meant reductions in materials and services. One hourly

School Budget, 1990-91



teacher position was cut and instructional aide time was reduced from 6 hours to 3½ hours in about half of the class-

rooms. Teachers agreed that the primary classes, K-2 and the combination grade 5/6 classes would retain full-time aides. It is this spirit of collaboration and compromise which enables our staff to make the best of difficult times.

<b>Salary and Budget Data for Teachers and Administrators, 1989-90</b>			
<b>Position</b>	<b>Other Large Unified Districts (1,500 + ADA)</b>	<b>Very Large Unified Districts (25,000 + ADA)</b>	<b>San Diego (116,685 ADA)</b>
Beginning Teacher's Salary	\$23,779	\$25,131	\$23,832
Midrange Teacher's Salary	\$36,952	\$37,672	\$36,213
Highest Teacher's Salary	\$45,284	\$46,240	\$46,021
School Principals' Salary <sup>†</sup>	\$57,284	\$61,700	\$61,751
Superintendents' Salary <sup>‡</sup>	\$82,324	\$105,002	\$96,773
Administrative Salaries <sup>§</sup> as Percentage of Budget	5.67%	5.45%	4.09%
Teacher Salaries as Percentage of Budget <sup>*</sup>	43.50%	44.23%	42.61%

<sup>†</sup> All school site managers—principals, vice principals, etc.

<sup>‡</sup> Superintendents, deputy, associate, and assistant superintendents.

<sup>\*</sup> Percentage of general fund expenditures. Does not include benefits.

### Report Card Committee

The following parents and staff contributed in developing this report card:

Gloria Berber, teacher  
 Gail Bolanos, teacher  
 Barbara Klein, principal  
 Julie Leonard, district counselor  
 Patricia Ludi, magnet resource teacher  
 Margi Mackenzie, teacher  
 Georgiana Orozco, teacher  
 Bernice Rodriguez, teacher  
 Vicky Romero, parent  
 Carol Schrammel, parent  
 Ana Torres, office clerk  
 Nora Torres, instructional aide

**SAN DIEGO CITY SCHOOLS**  
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