



Longfellow Early Childhood Center

245 W 10th Street • Azusa, CA 91702 • (626) 815-4700 • Grades P-K

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Azusa Unified School District

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School Description

Longfellow School is a small school nestled in the foothills of Azusa in the San Gabriel Valley. Our school is specially designed for the young child in all aspects of the campus. It is an early childhood center that supports approximately 160 children from ages three to five years. Longfellow School has four distinct preschool programs on campus which include: California State Preschool Program (CSPP), Dual Immersion (DI) Extended Transition Kindergarten (ETK) and Preschool, Preschool Special Day, and Life Skills Classes. Additionally, Longfellow School provides intake services for children with special needs who are nearing their third birthday. All of our staff are well versed in the California Department of Education Preschool Foundations and Frameworks and the Desired Results Developmental Profile (DRDP), all of which are utilized to plan and provide a strong quality developmental preschool program.

The mission of the Azusa Unified School District - Early Childhood Education Program is to provide quality and appropriate educational and developmental experiences for Preschool, Extended Transitional Kindergarten (ETK) children, and their families within a safe and nurturing environment, which result in productive students, strong families, and effective community partners.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	10
Total Enrollment	10

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	80
White	20
Socioeconomically Disadvantaged	50
Students with Disabilities	20

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 for Longfellow Early	17-18	18-19	19-20
With Full Credential	5	11	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Longfellow Early Childhood Center

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - World of Wonders (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math 4 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Carolina Biological Science (2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Longfellow School is an early education facility that is part of the California State Preschool Program. Annually, Longfellow School is inspected prior to receiving a state license. Licensure is dependent upon the facility meeting State of California Health and Safety Code rules and regulations, thus meeting a standard similar to the FIT Good Repair. The California Department of Social Services conducts inspections and the license is posted on site per regulations. School ratings below indicate an equivalent to the facility inspection conducted at Longfellow School.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/05/15

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

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the educational program at Longfellow School. Parents and community participate in Family Days, Parent Education Workshops, School Site Council, English Language Advisory Committee, Preschool Advisory Committee, and multiple forms of volunteering in the classroom and/or providing support working on projects in our parent room (Room 1) with our site liaison. Longfellow is pleased to share that our parent center (Room 1) is open and available for parents to meet formally and informally to build relationships with other parents and community members Monday- Friday, 8am - 3pm daily. Azusa Pacific University and Citrus College students partner with Longfellow teachers to provide additional student interventions, positive role models, and support services in a myriad of specialized services.

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.

School Safety Plan

The safety of children and staff is a primary concern for Longfellow School. The school's disaster plan includes steps for ensuring student and staff safety during any type of disaster. Fire and Disaster drills are conducted on a regular basis throughout the school year. Annually, our school practices two complete earthquake drills in cooperation with the district, which includes an entire school evacuation. A storage bin located on the north end of the school site contains food, water, and other supplies for use during a disaster. All visitors must sign in at the main office, wear identification tags while on the school grounds, and sign out upon departure. Teachers are on duty during recess, lunch, and after school. Noon aides are on duty during lunch and breakfast for our ETK students to ensure the safety of all our children. All staff are trained and practice lock-down procedures that can secure the entire campus in an emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	2.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	3	2		16	3	1		7	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	14	35

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last three years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy.

Beginning in 2017 through 2020, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

In addition to the professional development opportunities provided by the District from 2017-2020, AUSD's Early Childhood (ECE) Program, primarily based at Longfellow school, also provided additional professional development opportunities for preschool and ETK teachers throughout the District. The areas of focus included curriculum development and instructional strategies to support students' development in Foundational skills, ELA/ELD, math and other content areas. Areas of focus for professional learning are determined by the Preschool Foundations, the Preschool Frameworks, and the DRDP results.

Teachers in the ECE Program participated in professional development during monthly staff meetings, site professional learning days, and as outlined by specifically designed professional development programs that include the Sobrato Early Academic Language, California Early Math Initiative, Classroom Assessment Scoring System and workshops provided by the California Preschool Instructional Network. Staff also attended conferences and participated in individual coaching sessions and lesson studies. Professional development is supported by the Administrators, the Resource Teacher, and Teachers on Special Assignment. Consultants and Coaches provided by specialized professional development programs are also available to ensure teachers receive individualized support needed for successful implementation of new learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,541	\$49,084
Mid-Range Teacher Salary	\$75,981	\$76,091
Highest Teacher Salary	\$97,768	\$95,728
Average Principal Salary (ES)	\$116,390	\$118,990
Average Principal Salary (MS)	\$126,700	\$125,674
Average Principal Salary (HS)	\$139,662	\$137,589
Superintendent Salary	\$232,455	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$21,299	\$15,670	\$5,629	\$49,763
District	N/A	N/A	\$5,238	\$84,887.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.2	-37.7
School Site/ State	-14.4	-33.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Longfellow School receives state and federal funding for the following categorical, special education, and support programs: Parent Education Workshops, Professional Learning for all staff, Special Education Services, Home School Transportation, Instructional Materials, Early Transitional Kindergarten, Dual Immersion, and California State Preschool Program.

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF), California provides Base funding to support achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P
- Career Technical Education
- Special Education
- Gifted and Talented
- Home-to-School Transportation
- Health and nutrition programs

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).

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. All Azusa Unified School District schools provide students with on-site internet access.