

# Berkeley Unified School District

## Longfellow Arts & Technology

### Middle School

#### 2006-2007 School Accountability Report Card

1500 Derby Street  
Berkeley, CA 94703  
(510) 644-6360

Grades  
Six through Eight

David Gold,  
Principal

Berkeley Unified  
School District

2134 Martin Luther  
King, Jr. Way  
Berkeley, CA 94704-1109  
(510) 644-6147



#### Superintendent

Michele Lawrence

#### Board of Education

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Director

Rio Bauce  
Student Director

*This report covers school policies and activities that took place during the 2006-07 school year. Statistical data in this School Accountability Report Card are based on October 2006 CBEDS data provided by the California Department of Education. Statistical data for suspensions, expulsions, attendance, instructional minutes, and local assessments are provided by the district.*

#### Principal's Message

Longfellow Middle School is a safe and nurturing environment for successful student learning. Because of our small size of fewer than 500 students and our strong curriculum, we offer our students personalized attention. Strong family participation results in many fun and unique community building events such as the Holiday Film Fest and Raffle, an annual winter trip to the mountains, and family nights of student performances and shared meals. Longfellow is home to the Berkeley Unified School District's middle school Two-Way Immersion Program, a continuation of the elementary program to teach students in both English and Spanish. The native English and Spanish speakers in this program will gain proficiency in both languages. At lunchtime, students have three daily choices of made-to-order meals and an organic salad bar. We also expanded our nutrition education programs to include cooking and gardening classes at each grade level.

#### Major Achievements

Major achievements at this school during the 2006-07 school year include:

- Our Academic Performance Index (API) rose 36 points last year. More importantly, all parts of our school community showed growth. We believe that this growth comes from excellent teaching in the classroom and a renewed focus and plan for reaching students who are struggling in math and English. We have implemented support classes, voluntary classes, and special tutorials for struggling students.
- In 2005–2006 Longfellow graduated its first class of students from the Two-Way Immersion program, signaling the full development of the three-year curriculum.
- Students participated in a variety of activities and performances including Winter Family Night, Spring Family Night, Black History Month celebration, the Winter Music Concert, the Chamber Music Concert, and the Health Fair.
- In 2005–2006 Longfellow received a grant from Alameda County to improve the coordination of health services for its students.

#### Focus for Improvement

Some of the recent focus areas for improvement at this school include:

- Offer reading classes for seventh and eighth graders who are reading below the fourth grade level and to group them by ability.
- Continue to offer more training for teachers to enable them to better prepare students for high school, college, and beyond.
- Continue the Coordinated School Health Project grant to provide better access to health care for all students.
- Continue to integrate the afterschool program as much as possible into the fabric of our school.

#### Community & School Profile

Welcome to the Berkeley Unified School District! We serve a city founded on the ideal of quality public education. The proud home to a great public university since 1868, Berkeley also established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources.

The district includes 11 elementary schools, three middle schools, a comprehensive high school, an alternative education program, and an adult education program. In the 2006-07 school year, 447 students were enrolled in grades six through eight at Longfellow Middle School.

Student body demographics and language information for the 2006-07 year are listed below.

Language Skills 2006-07			
	Longfellow	BUSD	California
English Learners	10.7%	12.3%	25.0%
Non English Learners	89.3%	87.7%	75.0%
Languages Spoken by English Learners			
Spanish	81.2%	62.1%	85.3%
Arabic	2.1%	4.4%	0.5%
Urdu	2.1%	3.2%	0.2%
Cantonese	0.0%	2.7%	1.4%
Vietnamese	2.1%	1.7%	2.2%
Thai	2.1%	1.2%	0.1%
Portuguese	0.0%	1.2%	0.1%
Japanese	0.0%	1.1%	0.3%
Filipino/Tagalog	0.0%	1.1%	1.4%
All Other	10.4%	21.3%	8.5%
Ethnicity			
African American or Black	34.5%	29.1%	7.6%
American Indian/Alaska Native	0.2%	0.2%	0.8%
Asian	6.0%	7.3%	8.1%
Filipino	0.4%	0.6%	2.6%
Hispanic or Latino	26.4%	16.9%	48.1%
Pacific Islander	0.0%	0.3%	0.6%
White	15.4%	29.6%	29.4%
Multiple or No Response	17.2%	16.0%	2.7%
Family Factor			
Low Income Indicator (Free or Reduced Price Meals)	56.5%	40.1%	50.7%

## Discipline & Climate for Learning

Students at Longfellow Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our discipline philosophy promotes positive rewards for good behavior and character traits such as respect, kindness, and effort, and places an emphasis on conflict resolution. The first month of school is Anti-Bullying Month. The school utilizes a Progressive Discipline model for "repeat offenders."

Students and parents are informed of school rules and policies through PTA newsletters, student planners, parent meetings, the school website and E-Tree, and the NTI automated phone message system. Parents also have the opportunity to attend three different "Parent Institutes" throughout the school year, which helps parents get involved in the school system.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Suspensions & Expulsions						
	Longfellow			BUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	207	159	119	1944	1290	951
Suspension Rate	47.8%	37.4%	26.6%	21.8%	14.2%	10.5%
Expulsions	1	1	3	4	39	35
Expulsion Rate	0.2%	0.2%	0.7%	0.0%	0.4%	0.4%

## Extracurricular and Enrichment Activities

Extracurricular activities, clubs, and programs available to students at Longfellow Middle School include, but not limited to:

- Winner's Program/Stars Program (for academic support)
- After-school Enrichment Program (art, dance, recreation, biking, etc.)
- Teacher-led clubs, i.e. Knitting Club, Gay-Straight Alliance

Athletic programs, clubs, and school sports teams include: volleyball, basketball, softball, flag football, and soccer.

## Homework

Homework is an integral part of the educational process. It should promote lifelong learning habits, be supplemental to the classroom experience, and provide opportunities for reinforcement and enrichment. Each teacher determines the appropriate amount of work for his or her class and subject matter.

## School Leadership

Leadership at Longfellow Middle School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, schoolwide testing, and daily operations are only a few of the many responsibilities undertaken by our principal. Mr. David Gold has been the principal of Longfellow Middle School since the 2007-08 school year. His past positions in education include elementary principal, vice principal at the K-7 level, middle school teacher and head of Science department, district summer school coordinator, summer school principal, as well as teaching experience overseas.

Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Staff members may participate in the following leadership organizations:

- School Governance Council
- Parent-Teacher Association
- Grade-level Teams
- Leadership Team
- Various committees (School Climate Committee, Student Life and Clubs, Safety Committee, Technology Committee, Social Committee, Special Education)

## Class Size

The average class size at Longfellow Middle School varies across grade levels from a low of 20 students to a high of 24. In 2006-07, the schoolwide average class size was 23 students and the pupil-to-teacher ratio was 16.8 to 1. The table below shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-20 Students			21-32 Students			33+ Students		
05	06	07	05	06	07	05	06	07	05	06	07	
English	28	26	23	2	5	8	14	15	16	3	1	
Math	29	23	20	1	6	15	15	13	8	1		
Science	32	27	24		2	4	10	12	13	3	1	
Social Science	28	27	24		2	5	13	13	12		2	

## Instructional Time

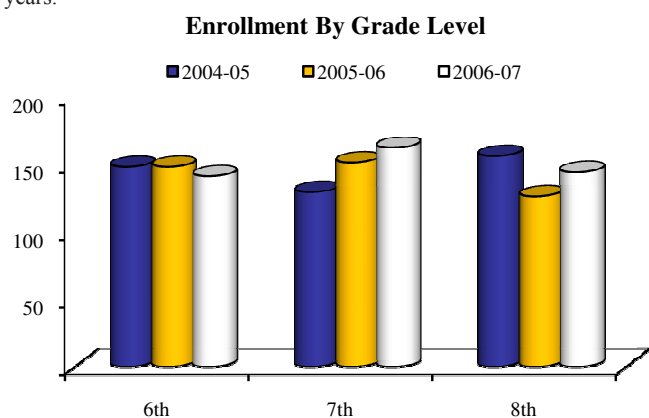
During the 2006-07 school year, all instructional minute requirements at Longfellow Middle School exceeded state requirements. During the 2006-07 school year there were 180 days of instruction comprised of 176 regular days and four minimum days. Minimum days were utilized for parent conferences. Additionally, every Wednesday is a shortened day used for teacher planning and collaboration.

Students received a yearly total of 54,900 instructional minutes, which exceeded the state requirement of 54,000 yearly minutes for grades six through eight.

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school makes phone calls home to verify student absences, and may send letters home in the event of truancy or excessive absences. Students are referred to the Berkeley Unified School District's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

The following graph indicates the trend in enrollment for the past three years.



## Teacher Assignment

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. During the 2006-07 year, Longfellow Middle School had 27 fully credentialed teachers.

	Teacher Credential Status			
	Longfellow			BUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	22	23	27	515
Without Full Credentials*	2	0	0	20
Teaching Outside Subject Area	—	—	—	—

\*Data is reflective of teachers with emergency credentials, waivers, and university interns, as reported by the California Department of Education.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

For the 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	—	—	—
Teacher Misassignments (other)	—	—	—
<b>Total Teacher Misassignments</b>	—	—	—
Vacant Teacher Positions	—	—	—

The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who would not otherwise do so.

	NCLB Compliant Teachers	
	% of Core Academic Courses:	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
<b>Longfellow</b>	<b>86.7%</b>	<b>13.3%</b>
All Schools in District	82.5%	17.5%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

## Curriculum Improvement

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state’s standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE). At the school level, teachers and administrators evaluate the curriculum by evaluating state and local assessments and planning instruction based upon areas of student need. Recent improvements and changes to the curriculum at this school include the adoption of new Foss Science curriculum and the Accelerated Reader program.

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principal; both have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. Every year, the district offers five buy-back staff development days.

## Student Achievement & Testing

To obtain accurate and valid measures of educational progress, the district provides students with multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In Berkeley Unified School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. These include districtwide Diagnostic Reading Assessments (DRA), the Qualitative Reading Inventory (QRI), district writing and math assessments, and unit tests in core subject areas.

### California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown at right. Summative scores are not available for eighth grade Math. For results on course specific tests, please see <http://star.cde.ca.gov>.

### California Achievement Test Survey (CAT/6)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	7th			7th		
	05	06	07	05	06	07
<b>Longfellow</b>	<b>42</b>	<b>41</b>	<b>52</b>	<b>50</b>	<b>38</b>	<b>60</b>
BUSD	48	51	55	50	49	55
California	46	46	47	49	50	51
Subgroups						
Females	52	49	60	44	43	66
Males	37	32	46	54	33	55
Socioeconomically Disadvantaged	31	26	35	42	27	45
English Learners	15	13	12	38	8	41
Students with Disabilities	0	7	29	5	7	24
African American/Black	25	27	32	29	20	32
Asian	*	*	*	*	*	*
White	94	100	81	94	100	85
Hispanic/Latino	26	39	42	39	34	58

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts						Math						Social Science	Science						
	6th		7th		8th		6th		7th		8th		8th							
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07					
<b>All Students</b>																				
<b>Longfellow</b>	<b>28</b>	<b>50</b>	<b>45</b>	<b>41</b>	<b>40</b>	<b>44</b>	<b>30</b>	<b>40</b>	<b>40</b>	<b>29</b>	<b>44</b>	<b>44</b>	<b>45</b>	<b>31</b>	<b>48</b>	<b>29</b>	<b>33</b>	<b>37</b>	<b>32</b>	<b>38</b>
BUSD	45	51	47	45	49	54	42	41	49	42	45	44	40	41	49	34	36	46	36	45
California	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	31	34	35	38	42
<b>Females</b>																				
<b>Longfellow</b>	<b>34</b>	<b>56</b>	<b>52</b>	<b>43</b>	<b>51</b>	<b>55</b>	<b>34</b>	<b>41</b>	<b>45</b>	<b>36</b>	<b>44</b>	<b>47</b>	<b>46</b>	<b>37</b>	<b>53</b>	<b>23</b>	<b>37</b>	<b>39</b>	<b>22</b>	<b>35</b>
BUSD	48	55	48	47	53	65	46	44	53	45	44	42	38	43	51	32	34	44	34	42
California	41	44	45	48	48	51	43	45	46	39	41	41	37	41	38	30	31	33	35	41
<b>Males</b>																				
<b>Longfellow</b>	<b>21</b>	<b>45</b>	<b>39</b>	<b>40</b>	<b>29</b>	<b>36</b>	<b>28</b>	<b>39</b>	<b>33</b>	<b>23</b>	<b>45</b>	<b>42</b>	<b>46</b>	<b>25</b>	<b>44</b>	<b>33</b>	<b>32</b>	<b>35</b>	<b>37</b>	<b>40</b>
BUSD	44	45	47	44	46	45	39	39	46	40	46	47	43	39	45	36	37	46	39	48
California	35	39	40	38	38	42	34	37	37	41	42	42	37	41	39	33	36	37	41	45
<b>English Learners</b>																				
<b>Longfellow</b>	<b>0</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>36</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>14</b>	<b>31</b>	<b>4</b>	<b>35</b>	<b>0</b>	<b>9</b>	<b>16</b>	<b>18</b>	<b>16</b>
BUSD	9	9	9	8	7	11	6	9	2	12	17	14	14	8	21	2	4	10	11	9
California	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	5	6	6	9	12
<b>Socioeconomically Disadvantaged</b>																				
<b>Longfellow</b>	<b>17</b>	<b>32</b>	<b>26</b>	<b>30</b>	<b>23</b>	<b>28</b>	<b>17</b>	<b>24</b>	<b>24</b>	<b>20</b>	<b>29</b>	<b>28</b>	<b>38</b>	<b>19</b>	<b>34</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>23</b>	<b>25</b>
BUSD	20	27	26	26	22	30	18	17	24	20	25	21	24	18	29	11	14	21	14	22
California	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	17	19	29	23	29
<b>Students with Disabilities</b>																				
<b>Longfellow</b>	<b>4</b>	<b>20</b>	<b>26</b>	<b>0</b>	<b>8</b>	<b>19</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>20</b>	<b>21</b>	<b>5</b>	<b>4</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>
BUSD	8	16	17	9	11	22	16	4	8	7	11	17	5	5	17	2	4	10	11	9
California	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	9	10	10	11	13
<b>Black/African American</b>																				
<b>Longfellow</b>	<b>18</b>	<b>23</b>	<b>15</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>23</b>	<b>15</b>	<b>29</b>	<b>15</b>	<b>21</b>	<b>18</b>	<b>19</b>	<b>16</b>	<b>20</b>	<b>14</b>	<b>7</b>	<b>23</b>	<b>9</b>	<b>23</b>
BUSD	18	22	21	16	18	26	20	12	21	16	15	14	11	12	18	11	8	15	7	17
California	24	29	29	29	29	32	24	27	27	22	23	24	19	22	22	17	20	20	21	25
<b>Asian</b>																				
<b>Longfellow</b>	<b>*</b>	<b>*</b>	<b>55</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>55</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
BUSD	62	58	40	65	68	66	54	43	60	66	68	52	60	63	72	37	41	62	38	58
California	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	54	58	62	65	70
<b>White</b>																				
<b>Longfellow</b>	<b>85</b>	<b>77</b>	<b>79</b>	<b>88</b>	<b>100</b>	<b>69</b>	<b>91</b>	<b>100</b>	<b>93</b>	<b>69</b>	<b>80</b>	<b>79</b>	<b>88</b>	<b>81</b>	<b>78</b>	<b>86</b>	<b>80</b>	<b>93</b>	<b>67</b>	<b>87</b>
BUSD	87	87	87	84	89	85	81	84	84	78	79	83	79	78	77	72	74	78	76	78
California	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	47	51	52	55	60
<b>Hispanic/Latino</b>																				
<b>Longfellow</b>	<b>22</b>	<b>37</b>	<b>29</b>	<b>27</b>	<b>46</b>	<b>36</b>	<b>10</b>	<b>34</b>	<b>29</b>	<b>34</b>	<b>29</b>	<b>32</b>	<b>42</b>	<b>32</b>	<b>47</b>	<b>31</b>	<b>31</b>	<b>32</b>	<b>38</b>	<b>39</b>
BUSD	24	26	27	25	36	30	14	28	29	27	26	25	29	26	30	20	22	30	31	31
California	22	27	30	28	28	32	23	25	26	26	29	29	23	28	27	17	20	21	23	28

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at left reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics for grade seven.

### No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

Results of school and district performance are displayed below. *Longfellow Middle School did not meet all the 2007 AYP criteria.*

Adequate Yearly Progress (AYP) 2007				
Made AYP Overall	Longfellow		BUSD	
	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	No	No	No
Percent Proficient	No	No	Yes	Yes
API	Yes		Yes	
Graduation Rate	n/a		Yes	

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *Longfellow Middle School is currently in Year 4 of PI.*



**The stages of Program Improvement:** Program Improvement (PI) is a five-stage process for monitoring, improving, and, if need be, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB).

Schools in PI get extra attention from their district office to help them improve. When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school, and the former school would be required to provide transportation to the new site. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

Federal Intervention Programs		
Program Improvement (PI)		
	Longfellow	BUSD
Program Improvement Status	In PI	In PI
First Year of PI	2004-05	2004-05
Year in PI (in 2007-08)	Year 4	Year 3
Number of Schools Currently in PI	n/a	8
Percent of Schools Identified for PI	n/a	50.0%

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

*Longfellow Middle School earned a schoolwide growth score of 744 in the 2006-07 school year.*

## Physical Fitness

In the spring of each year, Longfellow Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2006-07 year, 34.7% of seventh grade students at Longfellow Middle School met the HFZ.



API School Results 2007				
	04-05	05-06	06-07	2007 API Growth Score
<b>Statewide Rank</b>	5	4	5	
<b>Similar Schools Rank</b>	10	7	7	
<b>All Students</b>				
<b>Actual API Growth</b>	-9	36	25	744
<b>Black/African American</b>				
<b>Actual API Growth</b>	-16	15	25	631
<b>Hispanic/Latino</b>				
<b>Actual API Growth</b>	-32	21	10	721
<b>White</b>				
<b>Actual API Growth</b>	n/a	n/a	n/a	913
<b>Socioeconomically Disadvantaged</b>				
<b>Actual API Growth</b>	-7	23	10	661
<b>Students with Disabilities</b>				
<b>Actual API Growth</b>	n/a	61	67	559

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.*

## Parent and Community Involvement

Parents and the community are very supportive of the educational program at Longfellow Middle School. Parents contribute time in a variety of ways on the Longfellow Middle School campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time. Parents may also participate in School Governance Council, Parent Teacher Association, volunteering, special projects, and various PTA committees.

Numerous programs and activities are enriched by the generous contributions made by the following local businesses and organizations:

- Writer's Coach Partnership
- M3 Partnership
- UC Berkeley
- First Presbyterian Church
- Rotary Club
- Berkeley LEARNS

## Counseling & Other Support Services

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see in the chart below may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) web site. For more information on our specialized programs and staff, please contact our principal.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselors*	2	2.0
Psychologist	1	0.6
Speech & Language Specialist	1	1.0
Librarian	1	1.0
Library Media Technician	1	0.8
Resource Teachers	3	3.0
Instructional Assistants	10	6.3
Nurse	1	**
Occupational Therapist	1	**
Teacher for the Severely Handicapped	1	1.0
Learning Center Teacher	1	1.0

\*Counselor to Pupil Ratio: 1:224

\*\* Services are provided by the district on an as-needed basis.

Students with special educational needs are included in the regular classroom setting whenever possible and are provided assistance on an as-needed basis by the members of the support staff. Tutoring is available for students who require additional help. Students may receive tutoring through the after-school program or in small group tutoring after school offered by classroom teachers.

English Learner (EL) students are integrated in the regular classroom and provided with English Language Development (ELD) instruction on an as-needed basis. Longfellow Middle School also has a Two-Way Spanish Immersion Program that student may elect to participate in. It is the only middle school in the district with a dual immersion program. There is a English Language Learner coordinator for the district that works at Longfellow Middle School, coordinating the program and communicating with parents as necessary.

Many teachers possess CLAD (Crosscultural Language and Academic Development) or BCLAD (Bilingual, Crosscultural Language and Academic Development) credentials which qualify them to provide primary language instruction for both English and Spanish-speakers.

Teachers have also received Guided Language Acquisition by Design (GLAD) training which assists with instruction for English learners.

Teachers offer differentiated instruction in-class for high achieving students. The staff strives to meet the needs of all students in the regular classroom.

## Textbooks & Instructional Materials

Berkeley Unified School District held a Public Hearing on October 24, 2007, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the Berkeley Unified School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of June 2008) in core curriculum areas for Longfellow Middle School are indicated below.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	McDougal Littell	6-8		All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Scott Foresman	6			0%
	Prentice Hall	7			0%
	CPM Educational Program	8			0%
Social Science	Houghton Mifflin	6-8			0%
Science	Prentice Hall	6-8			0%
Visual & Performing Arts	Glencoe/McGraw-Hill	6-8		0%	

## Library

The school's library is stocked with a wide variety of books that are available for students to check out, and also contains a large collection of reference materials, videos and audiotapes for classroom use that tie into curricular areas of study. There are also eight computer workstations available for student use. The library is staffed by a full time librarian and a part time library technician. Students visit the library regularly with their classes. The library is also open at lunch and after school for student use.

## Computer Resources

All classrooms are connected to the Internet. The school has two computer labs. The multimedia lab contains 31 PC computers as well as video editing equipment, camcorders, digital cameras, and projection systems. The mobile lab contains 30 Macs. Students have received training on Microsoft Office Suite, tying and publishing.

For additional research materials and Internet availability, students are encouraged to visit Berkeley's public libraries which contain numerous computer workstations.

Computer Resources			
	2004-05	2005-06	2006-07
Computers	123	120	116
Students per computer	3.5	3.5	3.9
Classrooms connected to Internet	18	18	29

### School Facilities & Safety

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, a computer lab, a cafeteria, a theater, a tech lab, and a cooking/gardening center. In the 2007-08 school year, the school will begin renovations to the annex. The facility strongly supports teaching and learning through its ample classroom and recreation space.



### Safety

The safety of students and staff is a primary concern at Longfellow Middle School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, staff members, noon supervisors, security officers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and intruder drills are held at least once a year.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in spring 2007.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

### Cleaning Process and Schedule

The district administers a scheduled maintenance program, including regular inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A team of three full-time custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

### Deferred Maintenance Budget

The district participates in the state School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the 2007-08 school year, the district budgeted \$800,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget. The district's complete deferred maintenance plan is available at the district office.

The chart below shows the results of the most recent school facilities inspection, as of May 2008.

School Facility Conditions				
Date of Last Inspection: 10/29/07				
Overall Summary of School Facility Conditions: Good				
Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)		X		Some gates need repair
Interior Surfaces (walls, floors, & ceilings)		X		Walls need painting
Hazardous Materials (interior/exterior)	X			
Structural Damage		X		Stucco cracking
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer		X		Annex sewer backs up
Playground/School Grounds	X			
Roofs		X		Gym roof leaks
Overall Cleanliness	X			

### Substitute Teachers

Berkeley Unified School District does not generally experience difficulty in obtaining qualified substitute teachers. On occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators are reassigned to fill the vacancy, or the students are split up between several teachers.

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 to 9,999 Average Daily Attendance (ADA) throughout the state. The following information is based upon data from the 2005-2006 school year, which is the most current data at the time of publication.

The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

The following table illustrates the average salaries of teachers and administrators at the district and state levels.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	BUSD	California
Beginning Teachers	\$34,200	\$38,479
Mid-Range Teachers	\$57,292	\$60,306
Highest Teachers	\$71,090	\$74,193
Elementary Principals	\$97,981	\$92,985
Middle School Principals	\$102,960	\$98,305
High School Principals	\$110,766	\$107,384
Superintendent	\$196,959	\$155,314
Salaries as a Percentage of Total Budget		
Teachers Salaries	35.1%	40.8%
Administrative Salaries	6.5%	5.7%

Average Teacher Salaries 2005-06		
School & District	Longfellow	
	BUSD	\$57,786
	Percentage of Variation: ____%	
School & State	Longfellow	
	All Unified School Districts	\$58,776
	Percentage of Variation: ____%	

### Expenditures & Services Funded

Berkeley Unified School District spent an average of \$7,584 to educate each student (based on 2005-06 audited financial statements). The table at right provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site, <http://www.cde.ca.gov/>.

In addition to general state funding, Berkeley Unified School District receives state and federal funding for the following categorical, special education, and support programs:

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Expenditures per Pupil 2005-06		
Longfellow	Total	\$7,528
	From Restricted Sources	\$2,289
	From Unrestricted Sources	\$5,239
BUSD	From Unrestricted Sources	\$4,978
	Percentage of Variation between School & District: 5.2%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation between School & State: 6.0%	

### Contact Information

Parents who wish to volunteer or participate in Longfellow Middle School's leadership teams and school activities may contact the school office at (510) 644-6360.

### Data Sources

Data within the SARC was provided by Berkeley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.