Longfellow Elementary School Factsheet

Address: 1065 E. Washington Blvd., Pasadena, CA 91104
Phone: 626-396-5720
http://longfellow.pusd.us
School hours: 7:50 am - 2:15 pm
Monday Early Dismissal 12:35 pm

Grade levels: Pre-K; TK to 5
Regular school tours:
Second Thursdays at 8:15 am
Parent Ambassador: Shanna Tellez, Pilar & Giovanni Oliva, Ty Harman

Principal
Erica Ingber - A graduate of Blair High School, Ms. Ingber became Principal of Longfellow Elementary in 2007. An educator in PUSD since 1996, she was named PUSD Principal of the Year in 2017.

Teachers
Longfellow has 16 classroom teachers TK-5. In addition to general education teachers there is a special education teacher and a certified Instructional Coach and a full time speech and language teacher. It has a full-time Library Coordinator, a part-time Nurse, and a full-time Health Clerk.

Students
(Demographic data from 2019-20)

<table>
<thead>
<tr>
<th>Hispanic (Any race)</th>
<th>African-American</th>
<th>Asian</th>
<th>White</th>
<th>2 or more ethnicities</th>
<th>Other / No ethnicity given</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.5%</td>
<td>15%</td>
<td>1.5%</td>
<td>6.5%</td>
<td>2.3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

English Language Learners (ELLs): 25.3% As English Learners progress they are first designated Initial Fluent English Proficient (8.5%) and eventually Reclassified as Fluent English-Proficient (12%)

Socioeconomically Disadvantaged: 87%

Open Enrollment
(Data from 2020 lotteries not necessarily predictive of next year’s outcomes)

<table>
<thead>
<tr>
<th>“1st choice” Applicants:</th>
<th>Mainstream</th>
<th>DLIP, Native-Speakers</th>
<th>DLIP, Non-Native Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td># applicants</td>
<td>38</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>% placed in a seat</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

PUSD will post the range of open enrollment seats projected to be available for the 2021-22 school year by Jan 7, 2021. Families are encouraged to rank in order of preference all schools/programs they would prefer to their assigned school of residence, regardless of the OE seat projections, and to opt in to the 2nd lottery if they do not get their preferred school in the 1st lottery.

Enrichment “Extras” See also PEN Fact Sheet guide for “Enrichment Basics”

 존재 Room with an artist in residence 2 days a week
 Harmony Project afterschool orchestra & choral music (based on Venezuela’s “El Sistema” program)

© Pasadena Education Network, October 2020 Data from current year unless noted
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- Full-time library coordinator
- School Garden actively used for project-based learning
- Spanish Dual Language Immersion Program (program moved from Jefferson in 2020-21)

Test Scores  (Note: students are tested in grades 3-5)

<table>
<thead>
<tr>
<th>% of 3rd-5th graders tested who met/exceeded</th>
<th>Common Core Standards (CAASPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2019</td>
</tr>
<tr>
<td>Non-Economically Disadvantaged</td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>63%</td>
</tr>
<tr>
<td>Math</td>
<td>56%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>45%</td>
</tr>
<tr>
<td>Math</td>
<td>37%</td>
</tr>
</tbody>
</table>

About reported academic achievement data: The California Assessment of Student Performance and Progress (CAASPP), is a computer-based test given annually to 3rd-8th and 11th grade students statewide. Research has found that school factors explain only about 20% of such standardized achievement scores — about a third of what student and family background characteristics explain. In PUSD, non-economically disadvantaged student proficiency rates are about 35 points higher than those of economically disadvantaged students. We display testing data from the past few years to show recent trends, both for economically disadvantaged and non-disadvantaged students.

What has changed recently that may have an impact on academic performance? Longfellow’s leadership, teaching staff, and demographic make-up have remained stable. In 2015, the school attendance zone was adjusted slightly to better align with the Bungalow Heaven neighborhood boundaries. The school was recognized as one of the Top Public Schools for Underserved Students by Innovate Public Schools. Suggested question: How do you account for Longfellow’s relatively small achievement gap? What are your current instructional priorities?

School Environment

Positive Recognition: Students receive “gold slips” for exhibiting positive behavior and entered into a weekly book raffle, and “Stars of the Week” are recognized at Friday morning assemblies. “Students of the Month” from each classroom are recognized for academic achievement and personal growth at monthly assemblies.

After-School Programs

After-school Programs: Pasadena LEARNs; City of Pasadena Parks and Recreation
Harmony Project – students in grades K-5 learn to play violin, viola, cello, and bass in an orchestra.

Parent Involvement

PTA Contact: Beatrice Zepeda (president@ptalongfellow.org)  PTA Membership: 211 (2017-18)

Other Parent Involvement Opportunities: School Site Council, English Learners Advisory Committee; Parent Education, Family Fridays, active parent and community volunteer program (over 50 volunteers). Families participate in academic as well as social events such as Science Night, Fall Festival, and Restaurant Nights.