

# Lompoc Unified School District

## 2007-2008 NCLB Annual Report

*Published in the 2008-09 School Year*

### A District and State-wide Comparative Report of Student Progress and Proficiency

This report provides district and state level reporting of student proficiency and progress toward meeting established proficiency standards as required by the federal No Child Left Behind Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain a School Accountability Report Card from the district or school offices, or by visiting our website at <http://www1.lusd.org/>.

#### Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Lompoc Unified School District has nine Schoolwide Title I schools and two Targeted Assistance Schools.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the district's educational program. Enrollment information by school site can be found in each school's School Accountability Report Card.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	4.8%
American Indian	0.8%
Asian	2.4%
Caucasian	31.5%
Filipino	1.0%
Hispanic or Latino	49.0%
Pacific Islander	0.6%
Multiple or No Response	9.8%

#### District Administration

**Marilyn Corey**  
Interim Superintendent of Schools

**Tanya Opfermann**  
Assistant Superintendent of Education  
Support Services

**Gary Mortimer**  
Interim Assistant Superintendent of Business,  
Facilities, and Administrative Support Services

#### School Administration

**Buena Vista Elementary School**  
Diane Burton, Ph.D., Principal

**Clarence Ruth Elementary School**  
Carl Krugmeier, Principal

**Crestview Elementary School**  
Dr. Ken Faulk, Principal

**Leonora Fillmore Elementary School**  
Janet Boehme, Principal

**Arthur Hapgood Elementary School**  
Carol Pace, Principal

**La Cañada Elementary School**  
Carmen Chávez, Principal

**La Honda Elementary School**  
Nancy Hardy, Principal

**Los Berros Elementary School**  
Leslie Wagonseiler, Principal

**Miguelito Elementary School**  
Paula Davis, Principal

**Mission Valley School**  
Nancy Bartlett, Principal

**Lompoc Valley Middle School**  
Jeff Wagonseiler, Principal

**Vandenberg Middle School**  
Kathi L. Froemming, Principal

**Cabrillo High School**  
Lore Desmond, Principal

**Lompoc High School**  
Arthur Diaz, Principal

**Maple High School**  
Kim McMollum, Principal

## NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the California Board of Education. Results from the CST's are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the state average. In this report card, the percentage of Lompoc Unified School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's School Accountability Report Card and may be obtained at the school or district offices.

<b>California Standards Test (CST)</b>																											
<b>Combined % of Students Scoring at Proficient and Advanced Levels</b>																											
<b>Language Arts</b>												<b>Math</b>						<b>Science</b>									
<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>5</b>			
<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>06</b>	<b>07</b>	<b>08</b>	
<b>All Students</b>																											
District	42	42	40	33	32	33	50	48	50	45	43	44	52	50	47	51	51	51	46	48	51	43	45	41	31	33	40
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
District	36	37	35	28	28	32	45	44	48	40	39	39	52	51	51	48	51	52	45	46	49	43	43	39	34	38	40
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
District	48	46	44	39	36	36	56	53	54	50	45	50	51	50	42	53	51	50	46	50	53	45	47	43	28	30	41
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Migrant Education</b>																											
District	9	25	20	11	6	13	35	22	21	17	25	19	30	42	40	33	44	44	32	25	43	14	38	19	6	9	19
State	21	24	24	13	15	15	25	25	28	19	21	23	41	42	42	39	41	42	37	40	44	29	29	33	11	13	20
<b>Socioeconomically Disadvantaged</b>																											
District	30	30	26	22	21	23	37	36	39	30	27	32	41	40	34	42	44	40	35	39	41	33	33	30	18	19	27
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
<b>African American</b>																											
District	39	43	47	36	35	41	51	50	54	53	47	56	42	52	54	60	43	55	40	47	45	44	45	46	41	26	47
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
<b>Hispanic or Latino</b>																											
District	29	31	27	21	20	23	38	37	38	32	29	32	40	40	32	41	45	39	37	41	43	32	36	31	15	21	27
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
<b>Caucasian</b>																											
District	58	56	61	49	48	50	66	63	69	61	59	57	69	66	67	62	63	65	58	57	63	57	59	52	50	53	58
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>Students with Disabilities</b>																											
District	26	17	4	15	15	13	15	20	27	9	13	8	27	19	13	24	27	13	16	26	15	5	6	12	5	9	8
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
<b>English Learners</b>																											
District	20	19	17	7	7	11	16	17	22	7	7	7	33	30	25	27	33	31	18	28	30	13	16	13	2	6	6
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 5 and 8-11), and social science (grades 8-11). At the secondary level (grades 8-11), students take end-of-course exams in each subject; scores are reported by subject test taken. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov/>.

Comparative school level results may be obtained in each school's School Accountability Report Card which is available at the school and district offices or on the district's web page at <http://www1.lusd.org/>.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science	Social Science							
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
<b>All Students</b>																					
District	42	43	41	41	47	46	43	43	45	34	29	29	36	32	34	41	42	51	36	34	32
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
<b>Males</b>																					
District	39	40	37	39	43	40	37	40	41	35	28	31	38	36	34	43	42	54	37	37	36
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
<b>Females</b>																					
District	45	46	43	45	52	52	48	46	51	33	29	27	34	29	32	40	41	47	35	32	27
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
<b>Socioeconomically Disadvantaged</b>																					
District	28	31	26	27	31	33	28	28	30	20	18	20	24	19	22	28	26	37	22	22	18
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
<b>African American</b>																					
District	46	42	41	30	48	43	52	41	52	27	29	25	24	23	34	41	28	46	42	31	35
State	29	29	33	29	32	35	27	27	31	23	24	26	22	22	24	21	25	35	19	20	22
<b>Asian</b>																					
District	50	62	62	42	63	60	45	44	60	41	38	39	38	54	36	67	48	74	48	32	57
State	66	67	71	67	71	73	62	64	69	72	72	75	72	69	71	65	70	78	58	62	64
<b>Hispanic or Latino</b>																					
District	27	29	29	29	33	32	28	29	30	24	18	21	26	20	23	27	30	36	24	22	17
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
<b>Caucasian</b>																					
District	59	61	57	58	66	64	61	60	65	49	41	41	50	49	47	56	59	69	47	50	50
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
<b>Students with Disabilities</b>																					
District	8	10	3	3	9	13	4	2	9	7	4	0	0	4	13	10	2	18	12	6	0
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
<b>English Learners</b>																					
District	6	8	3	3	5	6	5	2	3	7	4	6	2	5	3	8	4	12	7	1	2
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

\*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									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>															
District	48	50	52	38	37	39	38	42	41	34	33	34	44	49	47
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
<b>Males</b>															
District	42	45	47	33	32	33	31	39	40	36	41	39	44	51	56
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
<b>Females</b>															
District	53	55	56	43	41	44	44	45	43	32	27	31	42	48	39
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
<b>Migrant Education</b>															
District	25	17	25	18	8	0	27	30	0	17	18	0	33	28	0
State	21	26	25	14	14	19	14	14	15	12	13	15	15	15	19
<b>Socioeconomically Disadvantaged</b>															
District	32	37	34	25	22	25	16	26	26	25	19	18	25	31	33
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
<b>African American</b>															
District	59	57	56	55	54	51	27	51	58	42	46	38	31	60	60
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
<b>Asian</b>															
District	58	68	59	28	37	59	40	31	48	28	42	47	60	45	48
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
<b>Hispanic or Latino</b>															
District	32	38	37	25	23	26	20	29	27	25	18	21	26	35	32
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
<b>Caucasian</b>															
District	61	62	68	51	50	53	54	57	56	44	48	49	58	63	61
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
<b>Students with Disabilities</b>															
District	4	6	8	2	0	18	4	3	0	0	9	0	11	5	0
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
<b>English Learners</b>															
District	7	12	6	2	3	2	1	4	0	3	4	5	5	9	9
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002. 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 and districts must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal, which means they must meet the following criteria:

- 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 (high schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of District performance are displayed in the chart.

More information about NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)		
	District	
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Results	Yes	
Graduation Rate	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.

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2008-2009
Year in PI (2008-09)	Year 1
# of Schools Currently in PI	9
% of Schools Identified for PI	60.00%

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. To protect student privacy, scores are not shown when the number of students is 10 or less. *Note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the state's graduation requirement.*

	CAHSEE By Subject					
	2005-06		2006-07		2007-08	
	District	State	District	State	District	State
English	53.5	51.1	49.2	48.6	48.7	52.9
Mathematics	41.3	46.8	42.2	49.9	42.8	51.3

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table below displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements		
	District	State
All Students	88.0%	*
African American	85.0%	*
American Indian	100.0%	*
Asian	92.0%	*
Filipino	92.0%	*
Hispanic or Latino	83.0%	*
Caucasian	92.0%	*

## Physical Fitness

In the spring of each year, schools in the Lompoc Unified School District are required by the State to administer a physical fitness test to all students in fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2007-08 Test Results			
	5th Grade	7th Grade	9th Grade
District			
District Overall	26.1%	32.9%	41.3%
District (Boys)	21.5%	29.2%	41.7%
District (Girls)	31.4%	37.1%	41.0%
State			
State Overall	28.5%	32.9%	35.6%
State (Boys)	25.5%	30.2%	36.7%
State (Girls)	31.6%	35.7%	34.5%

## Textbooks & Instructional Materials

Lompoc Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Lompoc Unified School District held a Public Hearing on October 14, 2008, and determined that each school within the District has sufficient and good quality textbooks, including visual and performing arts texts, 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. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials. Lompoc Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Textbook Coordinator. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for two weeks prior to adoption at the Lompoc Public Library for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Education for final adoption.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2003	Yes	0.0%
6th	Mathematics	Prentice Hall	2008	Yes	0.0%
6th	Mathematics	Scott Foresman	2004	Yes	0.0%
K-6	Science	MacMillan	2007	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2006	Yes	0.0%

<b>District-Adopted Textbooks</b>					
<b>Grade Levels</b>	<b>Subject</b>	<b>Publisher</b>	<b>Adoption Year</b>	<b>Sufficient</b>	<b>% Lacking</b>
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
6th-8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
6th-8th	Mathematics	Prentice Hall	2008	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2004	Yes	0.0%
6th	Mathematics	Scott Foresman	2004	Yes	0.0%
6th	Science	MacMillan	2007	Yes	0.0%
7th-8th	Science	Prentice Hall	2007	Yes	0.0%

<b>District-Adopted Textbooks</b>					
<b>Grade Levels</b>	<b>Subject</b>	<b>Publisher</b>	<b>Adoption Year</b>	<b>Sufficient</b>	<b>% Lacking</b>
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	1999	Yes	0.0%
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2008	Yes	0.0%
9th-12th	Foreign Language	McGraw-Hill	2007	Yes	0.0%
9th-12th	Health	Glencoe	1995	Yes	0.0%
12th	History/Social Studies	Holt, Rinehart & Winston	2000	Yes	0.0%
10th-11th	History/Social Studies	McDougal Littell	2007	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2008	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2004	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	Glencoe	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	1997	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

## Availability of Additional Internet Access at Public Locations

The Lompoc Public Library and the Vandenberg Village Branch of the Lompoc Public Library provide free internet access to all community members including the students of the Lompoc Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

## Salary & Budget Comparison

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year.

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 10,000 and 19,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$39,166	\$39,708
Mid-Range Teachers	\$64,109	\$63,805
Highest Teachers	\$77,320	\$82,081
Elementary School Principals	\$94,197	\$102,166
Middle School Principals	\$94,288	\$107,816
High School Principals	\$110,423	\$116,474
Superintendent	\$160,400	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.6%
Administrative Salaries	5.9%	5.2%

## Staff Development

All training and curriculum development in the Lompoc Unified School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Three mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified.

## Teacher Qualifications

Lompoc Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the district had 500 fully credentialed teachers.

Teacher Credential Status	
	District
	07-08
Fully Credentialed	500
Without Full Credentials	21
Working Outside Subject	45

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	95.9%	4.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.0%	5.0%

## 2008-09 Board of Education

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