

# APROGRESS REPORT FOR 2002-2003

## School Accountability Report Card-Abbreviated

Lompoc Unified School District • 1301 North A Street • Lompoc CA 93436  
**Arthur Hapgood Elementary School**  
**324 South A Street**  
**Lompoc, CA 93436**  
**805 737-1132**

Additional SARC information is available from the California Department of Education on the Internet at: <http://www.lusd.org/Hapgood.html>

**Jesse O. Bass, Principal**

**2002-2003 School Year**

### School Demographic Characteristics

Hapgood's student enrollment reported by grade level is as follows: Fifth (131); Fourth (111); Third (103); Second (107); First (115); and Kindergarten (122).

Hapgood's student enrollment reported by ethnic group is as follows: African American 3%, American Indian or Alaska Native 1%, Asian 2%, Filipino 1%, Hispanic or Latino 73%, Pacific Islander .05%, White 20%.

Approximately 78% of Hapgood's 689 students receive Aid for Dependent Children, (AFDC). The Limited Proficient (LEP) population is 48%.

### School Safety and Climate for Learning

Comprehensive School Safety Plan: Hapgood Elementary School has a safety committee comprised of district, staff and community members who update and review the plan. Included in this review are parents and the police and fire departments. A variety of drills are put into place. After each drill a review of plans and procedures occur and refinements are made based on observations, sweeps and response sheets. The Comprehensive School Safety Plan is located in the school office. The plan was last reviewed with the District on November 13, 2002, and with the Hapgood Staff on January 16, 2003.

Drug & Alcohol Offenses	Crimes Against Persons	Property Crimes	Other
Use of Alcohol/Drugs: 0	Assault w/ Deadly Weapon: 0	Arson: 0	Bomb Threat: 0
Possession of Alcohol: 0	Battery: 0	Burgary: 0	Destructive/Explosive Devices: 0
Possession of Drugs: 1	Home Infringe: 0	Graffiti: 0	Loitering/Trespassing: 0
Possession of Paraphernalia: 0	Robbery/Extortion: 0	Theft: 1	Possession of Weapons: 2
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 7	
Sale and/or Furnishing of Alcohol/Drugs: 0			

### School Programs and Practices that Promote a Positive Learning Environment

We strive to provide a safe environment. In addition, rules assemblies are provided to students at the beginning of the school year. A School Based Counselor, a School Psychologist, a Speech Therapist, Resource Teacher and Miller-Unruh Specialist add to this support. Hapgood Elementary School has many educational programs to help students learn in a positive environment. Success for All Reading, Reading Counts and Accelerated Math provide strong support at the instructional level of the students. Tutors and aides are provided to help all students as necessary at all grade levels.

### Child Abuse Reporting Procedures

School District employees follow child abuse reporting procedures using the Incident Reporting Form (D-184b). The reporting is to be

completed within 36 hours from the time a reasonable suspicion of child abuse has been determined. Child Protective Services is the agency to which incidents are reported in the Lompoc Unified School District.

### Disaster Procedures

The school and District disaster procedures are in the school's Comprehensive School Safety Plan on site.

### Suspension/Expulsion Policies

The school administration makes its decisions about consequences, including suspensions and expulsions, for students who violate the Education Code by following the District's Administrative Regulation 7144.2(1). This regulation is in the school's Comprehensive School Safety Plan.

### Availability of Substitute Teachers

When teachers are absent, the quality of instruction and amount of student achievement is proportional to the quality of substitute teachers. The district strives to recruit and hire qualified substitutes to enhance the education of all students. During the 2002-03 school year Hapgood staff 96.2% of their absences filled by qualified substitutes. When substitutes were not available, classrooms were covered by administrative personnel or certified tutors. Because certificated personnel covered all classrooms, we do not feel that the instructional program was negatively impacted.

### Quality of School Instruction and Leadership

Hapgood Elementary School's principal has had 30 years of experience as an educator. Six of those years have been as the principal of Hapgood. He holds a Clear California Administrative credential and a clear single subject Teacher and Administrative degree.

The instructional program at Hapgood includes support services for students with special needs. Through the support of a resource specialist and supporting aide, a speech therapist, a family service agency counselor and a school psychologist. The process for monitoring student progress towards standards is using quarterly formative assessment and yearly district and state assessments.

### Opportunities for Professional Improvement

Ongoing staff development is an integral component of the school plan at Hapgood. Teachers are encouraged to grow professionally, update their instructional skills and review curriculum on a regular basis. One hundred percent of the teachers have been involved in professional growth activities through attendance at conferences and county, district or site inservices. A total of 9 staff days for professional development were scheduled with continuous professional growth provided at each staff meeting. As stated above, there is a BTSA provider for new teachers in addition to PARS for continuing teachers.

### Textbooks

As LUSD adopts basal textbooks for each grade level K-5, Hapgood uses the adopted texts in all subject areas. Houghton Mifflin was adopted for reading in 2003 and Math in 2001. Harcourt Science 2000 was adopted in August of 2001. In addition, we are able to purchase supplemental materials using school allocated funds and special project funds. Renaissance Learning supplements the reading and math programs.

### Instructional Minutes

Instructional minutes per grade level for the 2003-04 academic year met state guidelines. Kindergarten classes met from 8:20 to 11:40 for morning classes and 11:10 to 2:30 for afternoon classes for a total of 36,000 minutes. First through third grade classes met from 8:25 to 2:29 for a total of 51,630 minutes. Fourth and fifth grade classes met from 8:25 to 2:38 for a total of 54,120 minutes.

### Minimum Days

Hapgood School scheduled 19 minimum days-10 for Parent/Teacher Conferences, and 9 for staff development and grade level collaboration.

### Career Education

Students at Hapgood participate in career education activities. Various professionals from the community give presentations for our third, fourth and fifth grade classes.

### Salary Information

Lompoc Unified School District strives to employ qualified certificated personnel and, as such, offers competitive salaries in relation to surrounding districts. Compensation packages are in addition to the base salaries indicated and may vary with position. Extensive staff development opportunities can be seen as another enhancement to the base salary. More information is available on the Internet at <http://www.cde.ca.gov/fiscal/financial>.

Comparison of Average Salaries for State and Lompoc Unified School District for the 2001-2002 School Year		
	Large Unified	LUSD
Beginning Teacher	\$34,186	\$34,484
Mid-range Teacher	\$53,500	\$56,445
Highest Teacher	\$68,034	\$68,078
Principal	\$88,931	\$91,990
Superintendent	\$129,560	\$125,467
Budget percentages		
for teacher salaries	44.29%	44.82%
for administrative salaries	4.69%	3.98%

### Expenditures / Services Offered

The Lompoc Unified School District is expending an average of \$6,181 per pupil for all educational services including transportation, health screening, instructional materials and maintenance.

The following resources and special programs are offered at Hapgood Elementary:

- State School Improvement Program (\$62,146)
- Title I (\$263,078)
- EIA / LEP (\$90,302)
- Miller Unruh Reading Specialist
- Migrant
- Before and after school support programs for students at risk of not meeting standards.
- SFA Tutoring
- Fourth Grade Tutor
- After school LEP Program
- After school program for Grades 4 & 5
- LAST Library Program

**Notification to Teachers of Student Offenses**

Teachers are notified about offenses committed by students regarding violations of the Education Code and/or juvenile court decisions by an asterisk notation next to a student's name on the daily attendance roster. The asterisk notifies the teacher that a file exists containing information about an Education Code violation.

**Sexual Harassment Policy**

The District prohibits sexual harassment of any student by any employee, student, or other person in or from the District. The sexual harassment policy (1) in the School District is provided to parents and students on page 13 of the First Day Packet Form D-200a.

**Schoolwide Dress Code per Education Code 35183.**

Dress codes for students' safety may be established following Education Code 35183. However, schools may establish dress standards that enhance students' best performance in meeting the curriculum objectives. These dress standards are in the school's behavior plan distributed at the beginning of the school year.

**Safe Ingress and Egress**

Directions for entering, moving through, and exiting school campuses are posted in classrooms in the form of a map for fire and disaster evacuations. These maps are in the comprehensive School Safety Plan. A map of the buildings and walkways of the school campus is also in the Comprehensive School Safety Plan.

**Safe and Orderly School Environment Resources**

District, state, and federal funds are available as safe and orderly school environment resources. Schools that have received these resources have placed their budgets in the Comprehensive School Safety Plan.

**School Rules and Procedures Per Education Code 35291**

The school provides each student's parent/guardian with the District's First Day Packet that contains information regarding school rules and procedures for student behavior. In addition, the school provides each student with a behavior expectation document and/or handbook.

**Public Meeting to Review Safe School Plan Per Education Code 35294.8**

The school's Comprehensive School Safety Plan committee announces, creates an agenda and minutes for a public meeting, during which input is gathered about the Comprehensive School Safety Plan.

**Safety, Cleanliness, and Adequacy of School Facilities**

Hapgood School continues to have a very safe learning environment. We have a well-maintained school campus consisting of approximately 359,600 square feet with extensive play areas.

The actual classroom/building square footage is approximately 34,8872 and adequately accommodates the current school enrollment of approximately 699 students. Hapgood has a Disaster Plan. Students have practice drills on a regular basis.

**Classroom Discipline and Climate for Learning**

Occasionally the behavior of a student goes beyond acceptable limits. In some instances it is necessary to suspend children from school. During the 2001-02 Hapgood had a total of 23 suspensions, in 2000-01 Hapgood had a total of 38 suspensions, and in 1999-00 there were 36 suspensions. There were no expulsions for 2000-01 & 2001-02. The primary reasons for the suspensions were defiant and disruptive behavior and/or physical injury on the part of students. To promote desired behavior Hapgood uses MegaSkills. We reinforce the rules by starting off the school year with a Rules Assembly, and by focusing on a different MegaSkill each month at awards assemblies.

Suspensions and Expulsions from school may result when student behavior goes beyond acceptable limits. School administration makes decisions about consequences, including suspensions and expulsions for students who violate the Education Code by following the District's Administrative Regulation 71442. The regulation can be found in the Comprehensive School Safety Plan. Hapgood had a total of 65 suspensions in 2002-03, 38 suspensions in 2001-02, and 34 suspensions in 2000-01. The primary reasons for the suspensions were defiant and disruptive behavior and/or physical injury on the part of students. During this same three year period, respectively, total district suspensions were 1740, 1594, and 1361. Hapgood School has had no expulsions in the last three year.

**PUPIL ACHIEVEMENT**

**Standard Testing and reporting (STAR)**

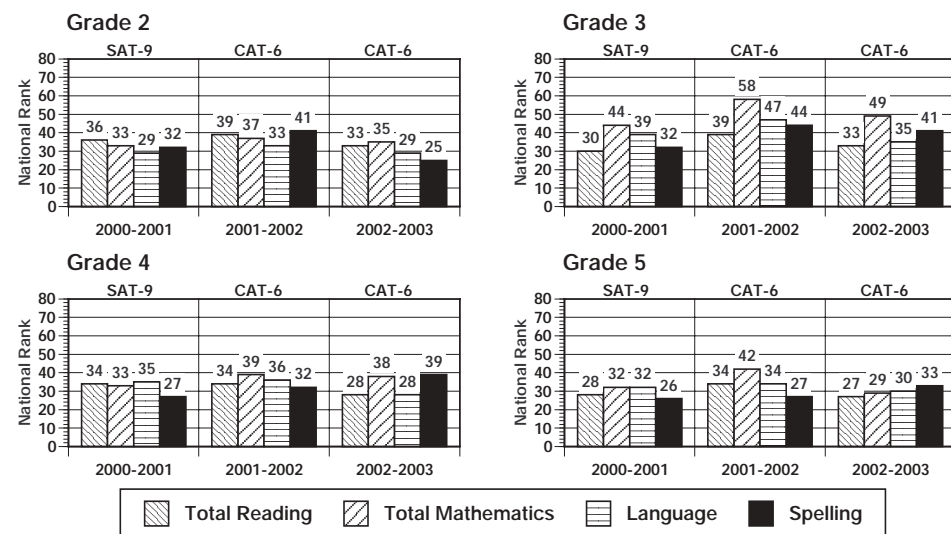
The California State Standardized Testing and Reporting (STAR) Program requires that all public school districts in California use an annual formal assessment to follow student academic growth. More information is available on the Internet at <http://star.cde.ca.gov>.

The STAR test was given during April 27-May 3, 2003 to meet the requirements. The STAR program includes California Standards Tests (CST) in English/ language arts and mathematics in grades 2-11, science and history /social science in grades 9-11, and a norm referenced test, California Achievement Test (CAT 6), which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

The results of that testing are illustrated in the charts below showing the mean national percentile rank in scores for the three years 2001, 2002 and 2003. Over a three year period, overall, students at Hapgood have improved in reading and mathematics.

**CAT-6 All Students**

The California Standards Tests (SCST) show student academic growth in relation to the State content standards. Student scores are reported as performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The testing results, illustrated in the charts below, show proficiency levels in English language arts and mathematics for the 2001, 2002,, and 2003.



Data on the CRT charts are the percent of students achieving agt the proficient or advanced level and the percent not tested. All students were tested, including the following subgroups: Native speakers, English learners, socio-economically disadvantaged, those with disabilities, those of all races and ethnicity, and all migrant education students. To protect student privacy, scores are not shown when the number of students tested is 10 or less. More information is available on the Internet at <http://star.cde.ca.gov>.

**CST Subgroups**

We have two subgroups, English learners and socio economically disadvantaged. The two groups scored below the non-socioeconomic students in Grades 2, 3, 4, & 5 in both reading and language.

In English language arts, subgroup population of English Learners and socio economically disadvantaged students show a lower percentage of students meeting standards. In mathematics the same trend occurs with subgroup populations of English Learners and socio economically disadvantaged students showing a lower percentage meeting or exceeding standards.

**Norm Referenced Test (NRT)**

Reading and mathematics results from the Norm Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement

Test, Sixth Edition in 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to the results at the district and the state levels.

(Information for NRT-All students, NRT-Racial/ethnic Groups, and NRT-subgroups scan be found on page 4 of 11 on the state template. The informational graphs should be imported from the state document to here. )

**District Assessment Tool**

Multiple Measures (MM) scores are used to determine if students are meeting grade level standards. Multiple Measures are weighted averages from CAT-6 scores, District Assessments, and Report Card grades. Average scores in reading ranged from 17% to 61% for K-5 grade levels, and math scores ranged from 48% to 91%.

**Physical Fitness Testing**

All grade levels at Hapgood support a physical fitness program which culminates in physical fitness testing of all students in the 5th grade. For the most recent year the percentile of 5th grade students at Hapgood scoring within the Healthy Fitness Zone (HFZ) on all 6 fitness standards was 27.2%. The percentage of females meeting fitness standards was 26.6%, while males meeting the percentage was 28%.

**Academic Performance Index (API)**

2001, 2002 and 2003 Academic Performance Index (API) Grades 2-5 Weighted Scores:				
	Base	Growth	Target	Actual
2000	557	2000/2001 558	12	1
2001	558	2001/2002 601	12	43
2002	604	2002/2003 621	10	17

Hapgood Elementary School students did not make adequate yearly progress in each content area. Please see the chart below for the number of students and percentage of students at each proficiency level in language arts and mathematics. See previous information for the equivalent California requirements.

**Class Size Reduction**

All class size reduction requirements have been met in grades K-3. The District is receiving federal class size reduction funds in grades 6-9 for intervention programs.

**Availability of Qualified Personnel to Provide Counseling and Other Support Services**

Hapgood Elementary School provides the service of a qualified counselor who is contracted through the local Family Service Agency. Students who are referred by staff or parents for this service receive counseling on a regularly scheduled short term basis.

Hapgood Elementary School had no classroom teachers teaching with an emergency or provisional credential.

**Highly Qualified Teachers**

Highly qualified teachers at Hapgood Elementary School have a clear California credential with a CLAD or certification to teach second language students. In addition, a high majority have also successfully passed the CBEST. Lompoc Unified School District receives Title I funds and therefore has developed a plan to ensure that all of its teachers are highly qualified by the end of the 2005-06 school year.

**Teacher & Staff Information**

Teachers are evaluated on a regular schedule with new teachers being evaluated every year and tenured teachers being evaluated every two years. According to the LUSD Trust Agreement, Master and Mentor Teachers, including BTSA providers, are available to work with temporary and probationary staff members. A total of three staff development days were provided during the 2003-04 school year. In addition, 10 minimum days are targeted for curriculum and student achievement discussions.

As indicated, we did not qualify for the Immediate Intervention for Underperforming Schools. One school has been identified for school improvement under Section 116c this year. Hapgood School has met the required testing elements for the Title I program and therefore does not meet criteria for Title I Program Improvement Program.

**Adequate Yearly Progress (AYP)**

Under the "No Child Left Behind" Act (NCLB) of 2001 statewide assessments are used to determine the percent of students scoring at or above the proficient level. The school, the district, and all significant subgroups are required to show performance at or above the state-wide annual measurable objective (AMO) in English-language arts and mathematics. NCLB requires that each state adopt an "additional" indicator for AYP. California has chosen to use the Academic Performance Index (API) as the indicator. Progress on the API and AYP is defined differently than the school side API growth target. To make progress on the API for AYP in 2003, a school must have either an API score of 560 or above or show a gain of at least point. Hapgood met AYP with an API score of 621.

**No Child Left Behind**

The following chart compares LUSD students to the state with regard to proficiency levels in English/Language Arts and Mathematics.

Hapgood Elementary School has not met the criteria to apply for a distinguished school consideration. Therefore, we did not meet criteria for Title I Program improvement.