

SCHOOL ACCOUNTABILITY REPORT CARD

A Progress Report for 2002-2003 - Abbreviated

Professional Development

Using test results of student achievement on the CAT-6 and California Standards Test (CST) along with teacher-identified needs, staff development sessions were designed to improve instruction and learning in reading and math using research-based learning approaches and materials. Teachers developed goals and action plans for continuous improvement. They received support from grade-level teams, in-class coaching, teacher-principal meetings and by reviewing student performance data. New teachers or teachers experiencing difficulty and in need of improvement have Master and Mentor Teachers available. In addition staff in various roles (new teachers, instructional assistants, bilingual instructional assistants, clerical, custodial) have job-specific development sessions provided by the district through attendance at conferences, or by individual mentoring.

Substitute Teachers

When teachers are absent, the quality of instruction and amount of student achievement is proportional to the quality of the substitute teachers and the plans left by the classroom teachers. During the 2002-03 school year La Cañada had 96.7% of their absences filled by qualified substitutes. We are fortunate that the district provides qualified substitute teachers, and La Cañada teachers invest time to leave complete and detailed lesson plans for substitutes.

In cases of substitute unavailability, absences were filled by reassigning certificated staff at La Cañada or by cancellation of a teacher workshop. Parents or community members interested in employment as a substitute must have a B.A. degree, must have passed the CBEST, and enjoy working with kids. Additional questions should be directed to the Lompoc Unified School District Personnel Office.

School Instruction and Leadership

The principal at La Cañada has five years of school site administration experience. The principal's master's degree is in Education Administration and Supervision.

The School Leadership Team comprised of teacher representatives from each grade level has the primary responsibility for recommendations regarding school improvement planning, budgeting, and review. The School Site Council is an integral part of the school leadership structure as well and is primarily responsible for making final decisions based on the recommendations of the School Leadership Team. Grade level meetings are held monthly. The focus of these meetings is on student achievement of the grade level standards. Teachers plan that all students (GATE, "at risk," English-language learner, and students with disabilities) have access to the core curriculum. There are instructional assistants and high school work education students who reinforce learning. Also Bilingual Instructional Assistants provide language development in the student's home language of Spanish. Small class size in K-3 helps teachers differentiate the curriculum to the needs of all students. Lompoc Unified School District administers language arts and math assessments three times a year and yearly district and state assessments. These form the basis for the report cards given to parents three times a year. Parent conferences are held in the fall and spring to discuss the student's achievement.

The instructional program at La Cañada includes support services for students with special needs through the support of a resource specialist and supporting aides, speech therapists, a Family Services Agency counselor and a school psychologist. The process for monitoring student progress toward standards is quarterly formative assessments and yearly district and state assessments.

Textbooks and Instructional Minutes

La Cañada uses both district and state adopted textbooks/materials in all content areas. During the 2002-2003 school year, the following materials were used: reading/language arts, Houghton-Mifflin; mathematics, Houghton-Mifflin; social studies, Houghton-Mifflin; science, Harcourt-Brace; English Language Development, Hampton Brown. We use a variety of supplementary materials including Renaissance Learning Accelerated Reader and Accelerated Math.

Instructional Minutes

Instructional minutes per grade level for the 2002-2003 academic year met state requirements at every grade level. Kindergarten classes met 8:00-11:20 for morning classes and 11:40-3:00 for afternoon classes for a total of 36,000

minutes; first and second grade classes met 8:20-2:08 for a total of 50,415; third grade classes met 8:20-2:15 for a total of 50,510 minutes; and fourth and fifth grade classes met 8:20-2:30 for a total of 54,052 minutes.

Minimum Days

There were a total of 20 minimum days this year. Ten were for parent conferences, and the others were for ongoing staff development and collaboration.

School to Career

La Cañada School provides students with a variety of opportunities to develop work readiness skills through activities that foster responsibility, contribute to character building and promote technological literacy. Examples of these opportunities include a school-wide Jog-a-Thon event that actively involved the students in the school's fundraiser; the Student Council campaign process, election and functioning; cooperative learning group activities that cut across all areas of the curriculum and provided students an opportunity to work cooperatively and practice a variety of problem-solving skills; and regularly scheduled computer lab activities, as well as "open" time in the computer lab for classes and students to expand their experience with computer usage. Units of studies include field trip experiences to local and nearby businesses to provide students with opportunities to see how their learning ties into "real-world" settings.

	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%

Salary Information

Lompoc Unified School District strives to employ qualified certificated personnel. LUSD 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 to continually upgrade skills 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/>.

Expenditures/Services Offered

During the 2002-2003 school year, La Cañada received approximately \$300,000 in special funds for supplementary education programs. The following special programs were offered at the school:

- Title I
- School Improvement Program
- Limited English Proficiency (LEP) Program
- Counseling
- Miller-Unruh Reading Specialist
- Migrant Education
- Resource Specialist and Speech Program
- Deaf and Hard-of-Hearing Program
- After-school support programs for students at risk of not meeting standards

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

Nancy L. Bartlett, Principal

2002-2003 School Year

From the Principal

The School Accountability Report Card provides a format for La Cañada Elementary School and the Lompoc Unified School District to communicate to the community and parents the various aspects of our educational system. It is our responsibility to ensure "Success for All." We have high expectations for every student. We will provide a safe environment so that all children will grow to their full potential educationally, socially and emotionally. This report will show you how well we are applying resources to meet the education needs of our students.

California has a Standards Based Accountability System. Each content area has standards we expect students to reach by the time they leave a certain grade. These standards in reading and math are communicated to parents at conference time and throughout the year.

The information contained in the School Accountability Report Card (SARC) gives only a partial picture of the environment we provide for your child. We invite you to La Cañada to be an active participant in the education of children.

Parental Involvement Opportunities

La Cañada School encourages parent and community involvement with school projects and activities. Parents have representation on the School Site Council (SSC) and the English Language Advisory Council (ELAC), and work with teachers and other school personnel to help improve our school programs. Both the School Site Council and the English Language Advisory Council give input to the principal and staff regarding the school plan, budgeting and review of instructional programs.

An active Parent Teacher Association (PTA) provides assemblies, student activities, and instructional materials through their fundraising programs. Staff members assuming leadership roles invite parents and families to participate in a variety of school-wide activities such as Family Nights, Student Council, Christmas Parade, classroom activities, and field trips. For information regarding staff and community involvement programs, contact the principal, Nancy Bartlett, at (805) 737-1136.

SCHOOL SAFETY AND CLIMATE FOR LEARNING

La Cañada utilizes a Comprehensive School Safety Plan (SB187) as a guide regarding safety issues, discipline and emergency situations. Procedures are established for these situations and practiced regularly to assess proper implementation. The asbestos abatement report is filed in the school office.

La Cañada Elementary School has a Safety Committee that reports to the School Site Council. The Council includes parents, staff members and representatives of both the City Police and Fire Departments. A variety of disaster/emergency drills are practiced on a regular basis. After each drill, outcomes are reviewed and procedures are refined. The Comprehensive Plan is located in the school office. The plan was last reviewed with the La Cañada staff on September 29, 2002, and with the District on November 6, 2002.

School Crime

The following chart indicates the California Safe Schools Association reportable crimes for the 2002-2003 school year. The CSSA data for the entire state can be viewed at www.cde.ca.gov/spbranch/safety.

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	Burglary: 0	Destructive/ Explosive Devices: 0
Possession of Drugs: 0	Home Infringe: 0	Graffiti: 0	Loitering/Trespassing: 0
Possession of Paraphernalia: 0	Robbery/Extortion: 0	Theft: 0	Possession of Weapons: 6
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 4	
Sale and/or Furnishing of Alcohol/Drugs: 0			

Child Abuse Reporting Procedures

School District employees follow child abuse reporting procedures using the Incident Reporting Form (D-184b). The report to Child Protective Services is to be completed within 36 hours from the time a reasonable suspicion of child abuse has been determined.

Disaster Procedures

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

Suspension/Expulsion Policies

The school administration makes its decisions about consequences, including suspension 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 Comprehensive School Safety Plan.

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 Lompoc Unified School District prohibits sexual harassment of any student by any employee, student, or other person in or from the District. The sexual harassment policy (I) in the school district is provided to parents and students on page 16 of the First Day Packet, Form D-200a.

School-Wide 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 the school campus are posted in classrooms in the form of a map for fire and disaster evacuations. This map is 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. The budget for schools receiving these resources is in the Comprehensive School Safety Plan.

School Rules and Procedures Per Education Code 35291

The school provides each student's parents/guardian with the District's First Day Packet, which contains information regarding school rules and procedures for student behavior. 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 Safety Committee created an agenda and minutes for a public meeting during which input is gathered about the Comprehensive School Safety Plan.

School Facilities

The La Cañada staff has scheduled duty supervision for before, during, and after school, in the cafeteria, on the playground, and at traffic drop-off and pick-up areas. Procedures are posted and established for visitors and volunteers to check in at the office before entering the campus.

The school continues to have a very safe learning environment. The school was built in 1963, with additional portable classrooms added in 1994 and 1996. We have a well-maintained school campus with extensive play areas and classroom facilities to accommodate the current school enrollment of approximately 700. The campus includes regular and special education classrooms, a multi-purpose room, a library, a computer lab, a staff lounge and workroom, an office complex and a child care center.

District and site personnel have scheduled duties for maintaining the grounds and daily cleaning of facilities. Maintenance and building repair are continuous.

Classroom Discipline and Climate for Learning

At La Cañada School, we have a Student Behavior and Safety Policy that provides support for teachers to manage their classrooms in a manner that minimizes disruptive and inappropriate student behavior. Teachers are expected to manage their classrooms in a manner which minimizes disruptive behavior. Occasionally, however, student's behavior goes beyond acceptable limits to the point where it becomes necessary to suspend the child from school. Additionally, during the 2000-2001 school year the Lompoc Unified School District continued to enforce the "Zero-Tolerance" and "Near Zero-Tolerance" policy as mandated by State AB 2720. This policy calls for automatic and immediate suspension or expulsion of any student committing designated acts considered to be illegal and/or violent. During 2002-2003 La Cañada had a total of 25 suspensions. In 2001-2002 there were 17 suspensions, and in 2000-2001 there were 15 suspensions. La Cañada had no expulsions in the last three years. The primary reasons for the suspensions were defiant and disruptive behavior and/or physical injury on the part of students. We reinforce the rules through assertive discipline and bi-annual rules assemblies.

the STAR program includes California Standards Tests (CST) in English language arts and mathematics in grades 2-11 and science and history-social science in grades 9-11 and a norm-referenced test, which tests reading, language, mathematics (grades 2-11), spelling (grades 2-8), and science and history-social science (grades 9-11 only).

California Standards Test (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. More information is available on the Internet at <http://star.cde.ca.gov/>.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards-based assessment by 2014. Each year schools must meet set requirements. The AYP for 2003 for English-Language Arts is 13.6 percent at or above proficient. For mathematics the target is 16.0 percent

La Cañada met our overall annual measurable objectives and exceeded requirements on the CAT-6/CST performance for the previous two years. We are not identified as an "under-performing" school.

L.U.S.D. Assessments

Multiple Measures (MM) are used to determine if students are meeting grade level standards. Multiple Measures are weighted averages from STAR, District Assessments, and Report Card Grades.

If students are not meeting grade level standards, they are placed on a Pass With a Plan (PWP). This plan outlines additional interventions to help students meet grade level standards.

Physical Fitness Testing

All 5th grade students are tested in the California Physical Fitness Test each spring. Physical fitness is supported through school-wide aerobics. On all six fitness standards, 58% of our 5th grade female students and 51% of male students scored in the Healthy Fitness Zone (HFZ).

Our students exceeded district and state scores.

ACADEMIC PERFORMANCE INDEX (API)

2001, 2002 and 2003 Academic Performance Index (API)

Grades 2-5

Weighted Scores:

	Base	Growth	Target	Actual
2000	645	2000/2001 664	8	19
2001	667	2001/2002 699	7	32
2002	705	2002/2003 705	5	0

Counseling and Support Services

La Cañada provides one qualified counselor for 700 students. This position is contracted through the local Family Services Agency. Students who are referred by staff or parents for this service receive counseling on a regularly scheduled basis.

Teacher and Staff Information

The 38 teachers assigned to La Cañada during the 2002-2003 school year were working within their credential authorization.

Highly qualified teachers at La Cañada Elementary School have a clear California credential with a Cross-cultural, Language, and Academic Development (CLAD) certification, which enables teachers to instruct English learners. In addition, teachers have passed the California Basic Educational Skills Test (CBEST), a state exam. Lompoc Unified School District receives Title I funding and therefore had developed a plan to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

Highly Qualified Teachers

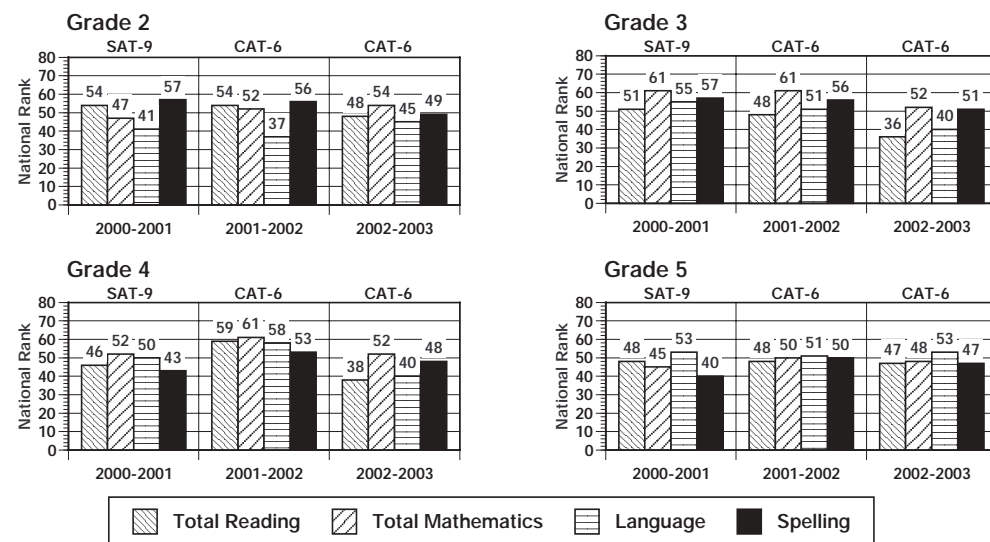
La Cañada Elementary has 92% of classes taught by highly qualified teachers.

Teacher Evaluation

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 are available to work with temporary and probationary staff members. A total of three staff development days were provided during the 2002-2003 school year. In addition, 10 minimum days are for curriculum and instructional grade level team meetings.

STUDENT ACHIEVEMENT

California Achievement Test (CAT-6)



The Public School Accountability Act requires that all public school districts in California use an annual formal assessment to follow student academic growth. The California Achievement Test, Sixth Edition (CAT-6), was used in grades 2-11 on April 23-May 9, 2003, for the first time to meet this requirement. Overall during a three-year period, 2001, 2002, 2003, students at La Cañada are approaching or meet the 50 percentile ranking on the state standardized test. More information is available on the Internet at <http://star.cde.ca.gov/>.

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently,

The Academic Performance Index (API) is the cornerstone of the Public School Accountability Act signed into law in April 1999.

Results of the California Achievement Test, Sixth Edition (CAT-6) given in the spring as part of the State's Standardized Testing and Reporting (STAR) Program, were used to calculate the school's API. In grades 2-8, the API measures student performance in mathematics, reading, language arts, and spelling. Grades K and 1 are not tested.

The API for the most recent three-year period reflects that 100 percent of students were tested and scored as follows: 2001 score 664, a growth of 19; 2002 score 699, a growth of 32; and 2003 score 705, with no change. For each of these three years La Cañada's growth target was 8, 7, and 5 respectively.

Academic Performance Index (API) Data for the numerically significant subgroups of the total population for the most recent three year-period shows economically disadvantaged: 2001 score 603, a growth of 6; 2002 score 650, a growth of 4; 2003 score 650; a growth of 4. API Data for Hispanic and Latino subgroup populations shows: 2001 score 634, a growth of 6; 2002 score 664, a decline of 4; and 2003 score 654, a decline of -10. The growth target for each of the three years is 8, 7, and 5 respectively. More information is available on the Internet at <http://api.cde.ca.gov/>.

Class Size Reduction

All class size reduction requirements have been met in grades K-3.