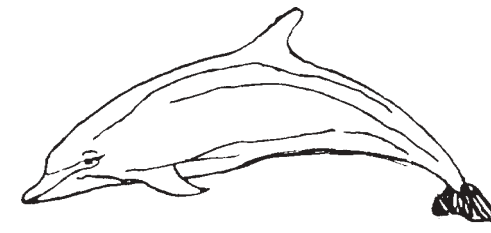


# SCHOOL ACCOUNTABILITY REPORT CARD

## A Progress Report for 2002-2003 - Abbreviated



Lompoc Unified School District • 1301 North A Street • Lompoc, CA 93436  
**LA HONDA ELEMENTARY SCHOOL**  
**1213 North A Street**  
**Lompoc, CA 93436**  
**805-737-1140**

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

**Leslie A. Wagoner, Principal**

**2002-2003**

### From the Principal

La Honda Elementary School is committed to educating all students to become responsible, thinking and contributing members of our society. We expect our students to be proficient in reading/language arts, and math. Our students are able to use scientific process and are committed to good health and physical fitness. Students at La Honda are aware of our American heritage and the democratic process and they are responsive to the important role of fine arts and humanities in their own personal development. Being respectful of the rights and feelings of others and willing to assume responsibility for their actions, our students are capable of problem solving in a variety of real life situations.

### Parental Involvement Opportunities

The La Honda School Site Council comprised of the principal, elected teacher and parent representatives has the primary responsibility for decisions regarding school improvement planning, budgeting, and review. An Active Parent Teacher Association (PTA) provides assemblies, support for intervention programs including Reading Counts, student activities, and instructional materials through their fund raising programs. Our English Language Advisory Committee provides information to our parents that help them become partners in learning for our students. Staff members assume the leadership role in planning, preparing, and carrying out a variety of school-wide activities such as Family nights, Student Council and Field trips. Staff members serve on District level committees, and serve as District Liaisons for Math, Language Arts, Science, Social Studies and more. For more information, contact the school office.

### SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Safety Plan: La Honda Elementary School's safety committee, comprised of site staff and parents, district staff, and community members, including the police and fire departments, annually updates and reviews the plan and schedules a public meeting to review the Safe School Plan (Education Code 352948).

#### School Crime

The California Safe Schools Assessment (CSSA) incident reporting began in July of 1995, as mandated in the Penal Code ("628). This requirement was in response to a broad based interest in having a common source of quantifiable information about the frequency, magnitude, and types of crime occurring on public school sites in California. The information is gathered in a report that aggregates statewide data in four categories: Drug and Alcohol Offenses, Crimes Against Persons, Property Crimes, and Other. Reported here are the incidents in these categories that have occurred at our school this year. The CSSA data for the entire state can be viewed at [www.cde.ca.gov/spbranch/safety](http://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: 2	Burglary: 0	Destructive/Explosive Devices: 0
Possession of Drugs: 0	Home Infringe: 0	Graffiti: 0	Litering/Trespassing: 0
Possession of Paraphernalia: 0	Robbery/Extortion: 0	Theft: 2	Possession of Weapons: 0
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 0	
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-1 84b). 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. (I) 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.

receive counseling on a regularly scheduled short-term basis. The school also had the services on a part-time basis of a psychologist, school nurse, speech and language specialist, library technician, health clerk, seven instructional assistants (five bilingual), a bilingual community liaison, and a computer lab instructional assistant.

### Teacher & Staff Information

There were a total of 28 full-time regular teachers employed at La Honda Elementary School. To assist students who needed special help in the regular program, we employed a reading specialist and a resource specialist. To assist teachers in the regular program, the school employed eight tutors. The total building staff included a school secretary, two plus office clerks, three custodial personnel, a food service worker, a migrant instructional assistant, a resource instructional assistant, and six noon duty aides.

All teachers assigned to La Honda were working within their credential authorization.

### Highly Qualified Teachers

All teachers at La Honda meet the definition of highly qualified teachers under the No Child Left Behind act. All teachers at La Honda hold a clear California credential with a CLAD, BCLAD or certification to teach second language students. 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 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, including BTSAs providers, are available to work with temporary and probationary staff members. A total of three staff development days were provided during the 2002-03 school year. In addition, 10 minimum days are targeted for curriculum and student achievement collaboration.

### Professional Development

The District has provided a number of in-service training opportunities for the faculty at La Honda. Tenured teachers are formally evaluated every other year. New teachers participate in the LATSS program and are evaluated every year until they earn tenure. State standards have been produced which has prompted a concentrated effort in staff development.

### Substitute Teachers

When teachers are absent, the quality of instruction and amount of student achievement is proportional to the quality of the substitute teachers. We are most fortunate at La Honda to have qualified substitute teachers who have been made available to us through the District. During the 2002-2003 school year, we were able to fill our absences 95.2% of the time. This makes it possible to provide uninterrupted instruction.

### School Instruction and Leadership

La Honda Elementary School's principal has had 15 years of experience as an educator. Two of those years have been as the principal of La Honda the rest of them are spread over four different grade levels and reading specialist service provisions. She holds a California Administrative credential and has completed necessary course work to obtain her Tier II Administrative Credential. She holds a multiple subject teaching credential as well as a reading specialist credential. Her master's degree is in Curriculum and Instruction with an emphasis on Language Arts.

The instructional program at La Honda 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 formative assessment and yearly district and state assessments.

### Textbooks and Instructional Materials

As LUSD adopts basal textbooks for each grade level K-5, La Honda 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.

### Instructional Minutes

Students were offered the following number of annual instructional minutes at La Honda during the 2002-03 school year.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1	50,600	50,400
2	50,600	50,400
3	50,600	50,400
4	54,040	54,000
5	54,040	54,000

These instructional minutes exceed the statewide minimum.

### Minimum Days

La Honda School banked instructional minutes in order to schedule a total of 10 minimum days during the 2002-03 school year. This time was taken for scheduling of parent/teacher conferences and to enhance staff development and through grade level collaboration about programs, curriculum, and student progress.

### School to Career

Junior Achievement volunteers support La Honda by giving presentations on communities and careers at different grade levels. La Honda participates in the Youth Leadership Lompoc Valley Education Day. Students at La Honda participate in "Reading Buddies," a reading program where older students support their younger grade level "buddy." The Garden Club helps to care for our gardens. The classroom programs allow students to explore many career possibilities from an early age.

### 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. Please see the tables and charts below. 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 \$6,528 per pupil for all educational services including transportation, health screening, instructional materials and maintenance.

The following resources and special programs are offered at La Honda Elementary School:

- State School Improvement Program (\$36,403)
- Title I (\$214,901)
- EIA/LEP (\$58,689)
- Miller Unruh Reading Specialist
- Migrant
- After school support programs and homework assistance for students at risk of not meeting standards.

**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 (I) 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, which 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, for its 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. La Honda's Comprehensive School Safety Plan was reviewed and approved by the School Site Council on November 19, 2002. It was last reviewed with

the La Honda staff and the community in November 2003. The plan, located in the school office, includes site and District disaster procedures. A variety of drills are put into place each year. After each drill, a review of emergency plans and procedures occur and refinements to the plan are made based on observations, sweeps and response sheets. Safety Walks occur each trimester.

**School Facilities**

La Honda uses a disaster plan in case of emergency. All staff and students were familiar with the plan.

All students who ride bicycles to school were instructed in bicycle safety. In addition, the Lompoc Police Department provided instruction to students about crime prevention (McGruff), the Rape Crisis Center presented programs about protecting children from abuse (ChildSafe Program), and the Lompoc Fire Department provided instruction during Fire Prevention Week. Our school nurse consistently screened children for contagious diseases and notified parents.

La Honda Elementary School had a well-maintained school campus with extensive play areas and classroom facilities to accommodate the current school enrollment.

The campus included regular classrooms, a multipurpose room and an office complex. Maintenance and building repair have been continuous and current.

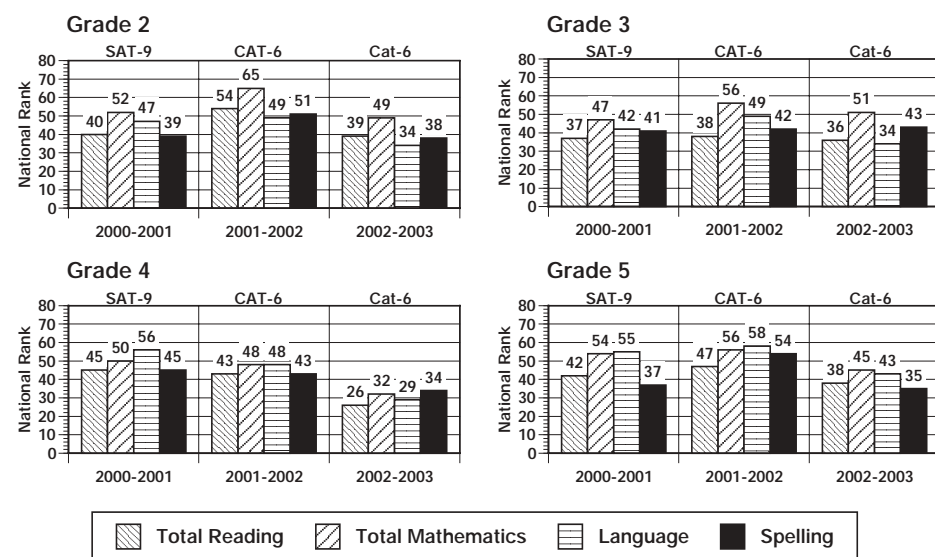
**Classroom Discipline and Climate for Learning**

Research shows that referrals to the school office are on the increase nationally. An increase in referrals means less time in class for those students and negatively affects the climate for learning. Those needing discipline require staff attention, which in turn means less time for others in the class. At La Honda, we expect classroom teachers to manage their classrooms in a manner, which minimizes disruptive student behavior. La Honda has a conflict manager program designed to assist students with conflict resolution out on the playground. Occasionally a student's behavior goes beyond acceptable limits, which in some instances it is necessary to suspend children from school. During the 2002-03 school year, a total of 17 students were suspended. The primary reason for suspension was caused or attempted to cause physical injury on the part of the student. During the 2001-02 school year 15 students were suspended. During the 2000-01 school year 17 students were suspended. There were no expulsions during the 2002-03 school year.

**PUPIL ACHIEVEMENT**

**California Achievement Test (CAT-6)**

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, 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, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11. More information is available on the Internet at <http://star.cde.ca.gov/>.



**CAT-6 by Subgroups**

La Honda had 13 percent of its English Learners scoring proficient or higher on the reading portion of the CAT-6. 27 percent of our English Learners scored proficient or advanced on the math section of the CAT-6. Our other subgroups performed well also. Over 1/3 of our socioeconomically disadvantaged students scored at or above the proficient level in math on the CAT-6. Almost 1/3 of the students in our socioeconomically disadvantaged subgroup scored at or above proficient on the reading portion of the CAT-6. Please refer to the tables to gain further information regarding our accomplishments on the CAT-6

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance lev-

els are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. More information is available on the Internet at <http://star.cde.ca.gov/>

**CST -Subgroups**

La Honda made great gains on the CST. More than 1/3 of our students in our subgroups scored at or above the state recommended standards. Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. More information is available on the Internet at <http://star.cde.ca.gov/>

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 for 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 results at the district and state levels.

**ACADEMIC PERFORMANCE INDEX (API)**

2001, 2002 and 2003 Academic Performance Index (API) Grades 2-5				
Weighted Scores:				
	Base	Growth	Target	Actual
2000	632	2000/2001 636	8	4
2001	637	2001/2002 675	8	38
2002	669	2002/2003 681	7	12

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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. More information is available on the Internet at <http://api.cde.ca.gov/>.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: La Honda had 100 percent participation in the 2003 STAR program. In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

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

Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

**Adequate Yearly Progress (AYP)**

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

**L.U.S.D. Assessment**

The district curriculum assessments were given to all students during the 2002-2003 school year.

**Physical Fitness Testing**

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statests/pe/pe.html>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

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

La Honda was not identified as a school improvement school according to the State of California guidelines.

**Class Size Reduction**

The contract between the District and the certificated bargaining unit provided that the pupil-teacher ratio in grades K - 3 be 20:1, and 29:1 in grades 4 & 5. The overall class size at La Honda for grades K - 3 was 20 and 28 for grades 4 & 5 in 2002-03. 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.

All class size reduction requirements have been met in grades K-3; 100% of K-3 students participate in class size reduction. The District is receiving federal class size reduction funds in grades 6-9 for intervention programs. Distribution average as follows for the most recent three year period.

**Counseling and Support Services**

La Honda School provides the service of one qualified counselor for 565 students. This position is contracted through the local Family Service Agency. Students who are referred by staff or parents for this service