

APROGRESS REPORT FOR 2001-2002

School Accountability Report Card-Abbreviated



Lompoc Unified School District • 1301 North A Street • Lompoc, CA 93436
Los Padres Elementary School
Mountain View Boulevard
Vandenberg Air Force Base, California 93437
(805) 734-2524

This symbol in the text indicates additional information is available on the Internet at: <http://www.lusd.org/lospadres.html>

Renie Coffelt, Ph.D. Interim Principal

2001-2002 school year

Los Padres Elementary School is located on Vandenberg Air Force Base but is a part of the Lompoc Unified School District. The school serves a population of students living in single family / multi-family housing furnished by the Air Force. There were 350 students enrolled in the 2001-2002 school year. An ethnic profile of the student body is as follows:

- 71.1% White
- 12.5% African American
- 11.9% Hispanic/Latino
- 2.0% Filipino
- 1.4% Asian
- 0.6% Pacific Islander
- 0.6% American Indian/Alaskan

STUDENT ACHIEVEMENT

SAT 9

The California State Standardized Testing and Reporting (STAR) program requires that all public school districts in California use the Stanford Achievement Test Ninth Edition (SAT-9) to assess each student in grades 2 through 11 in the spring of each school year. The SAT-9 was administered for the fifth consecutive year to our students in May 2002. Generally our students score at or above grade level. Grade level is measured at the 50th percentile.

The results of that testing are illustrated in the charts below showing the mean national percentile rank in scores for the three years 2000, 2001 and 2002:

SAT-9 Subgroups

For 2001-2002, 81% of Los Padres students scored at/above the 50th percentile in reading and 77% scored at/above in math.

California Standards Testing (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 describing growth towards standards. These levels are: Advanced (exceeds), Proficient (meets), Basic (approaching), Below Basic (below), and Far Below Basic (well below). Students scoring at the Proficient or Advanced level have met state standards in that content area. All grade levels at Los Padres scored above both district and state levels in English language arts and math. Sixty percent of the students met or exceeded state standards in English language arts and 50% in math.

CST Subgroups

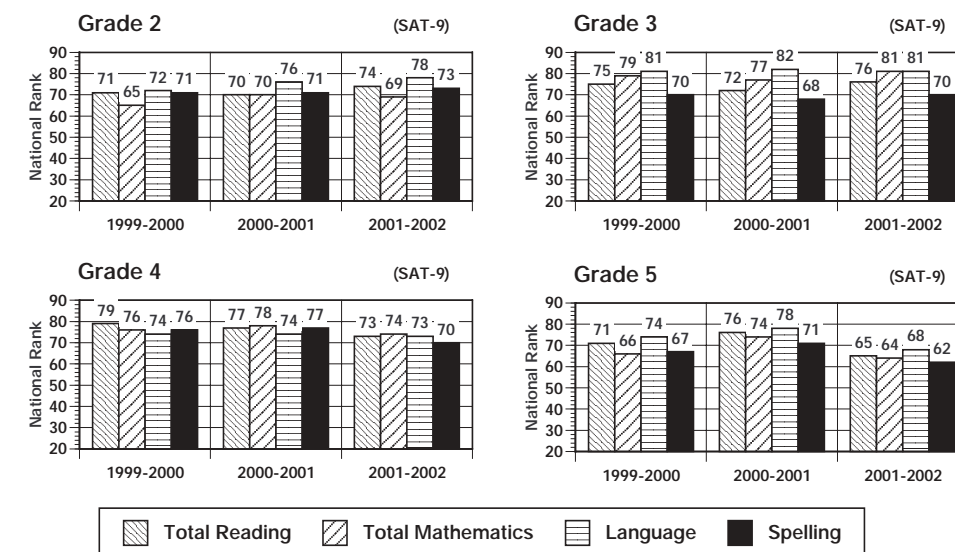
Sixty two percent of each of our two subgroups (socioeconomically disadvantaged and ethnic/racial) met or exceeded state standards in math. In reading, 55% of the socioeconomically disadvantaged subgroup and 62% of the ethnic/racial subgroup met or exceeded state standards.

District Assessment

Multiple Measures (MM) are used to determine if students are meeting grade level standards. For MM we use SAT-9 scores, Curriculum Assessments, and Report Card grades. On district curriculum assessments, 80% of students scored at/above grade level in reading and 92% in math.

Physical Fitness Testing

The California Physical Fitness test results for 5th grade indicate that 26.2 % of our students scored in the healthy fitness zone (HFZ) on all 6 fitness standards. Our students exceeded both district and state scores.



COMPREHENSIVE SCHOOL SAFETY PLAN

1. School Crime 2001-2002

The California Safe Schools Assessment (CSSA) incident reporting began in July of 1995, as mandated in the Penal Code (Ü628). 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.

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	Hom icide: 0	Graffiti: 0	Loitering/ Trespassing: 0
Possession of Paraphernalia: 0	Robbery/ Extortion: 0	Theft: 0	Possession of Weapons: 0
Possession of Alcohol/ Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 0	
Sale and/or Furnishing of Alcohol/ Drugs: 0			

2. 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.

3. Disaster Procedures

The school and District disaster procedures are in the school's Comprehensive School Safety Plan on site. Staff members reviewed the Comprehensive School Safety Plan on March 27, 2002. The School Safety Committee updated this plan in April of 2002.

4. 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 Districts Administrative Regulation 7144.2. (I) This regulation is in the school Comprehensive School Safety Plan.

5. 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 students name on the daily attendance roster. The asterisk notifies the teacher that a file exists containing information about an Education Code violation.

6. 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.

7. School wide Dress Code per Education Code 35183

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

8. 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.

9. 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.

10. School Rules and Procedures per Education Code 35291

The school provides each student's parent/guardian with the Districts 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.

11. 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. This meeting was on March 20, 2002. Staff members reviewed the comprehensive school safety plan on March 27, 2002.

Visit the Los Padres School World Wide Web home page at

<http://www.sbceo.org/~goodkids>

Expenditures/ Services Offered

During the 2001-2002 school year, Los Padres School received a total of \$127,727 in special funds for supplementary educational programs. The following special programs offered at the school are:

- School Improvement Program
- Limited English Proficiency (LEP) Program
- Title I Program
- Reading Specialist Program
- Fourth Grade Literacy Tutor
- After School Tutor Program for students at risk of not meeting standards

The Lompoc Unified School District spent an average of \$6,181 per pupil during the 2001-2002 school year for all educational services including transportation, health screening, instructional materials, and maintenance.

Class Size Reduction/Teaching Loads

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. The certificated bargaining contract between the District and the teachers' union provides that the pupil-teacher ratio at grades 4-5 is 29.

Teacher Assignments

All classroom teachers assigned to Los Padres during 2001-2002 were working within their credential authorization. In addition to our classroom teachers, we have two support teachers, one working within her subject area of competence and one on a waiver.

Textbooks / Instructional Materials

As the School District adopts basal textbooks for each grade level K-5, Los Padres School uses the adopted material in all subject areas. In the 2001-2002 school year we used the Houghton Mifflin reading/language arts program. The teachers also make use of a wide variety of supplemental materials designed to support and enrich the basic program. Houghton Mifflin uses a balanced approach to teach reading with a solid phonics component built into it, as well as integrating a good literature base. The program also includes writing and spelling components. Our newly adopted math program for all grade levels K-5 is also Houghton Mifflin. It provides for computational skill development and includes hands on problem solving activities. Harcourt science was also adopted in August 2001.

Counseling/Support Services

Counseling services that were provided for Los Padres School during the 2001-2002 school year included individual and small group counseling from a School Based Counselor assigned to the school for approximately 11 hours per week. Support services included a school psychologist assigned to the school for one day per week, a Speech Therapist assigned to the school for 1 and 1/2 days per week, a full time reading specialist, a fourth grade literacy tutor, a 3/4 time Resource Specialist and Resource Specialist Instructional assistant, a computer lab technician, library technician, and Title I instructional assistant. Additionally, students in grades 3, 4, and 5 enjoy the music bus one day per week, K, 2, and 4 students participate in the Child Safe Program, and 5th grade students take part in the DARE program. The Lompoc Unified School District provides Los Padres with the full-time services of a school secretary and three custodians. On a part-time basis, the school has the services of an attendance clerk, a school nurse, adaptive PE Specialist, and a food service technician.

Substitute Teachers

If a teacher is absent, students at Los Padres are provided with qualified substitute teachers through the Lompoc Unified School District. Teachers leave detailed lesson plans for substitutes, and there are emergency plans available for the substitute, should the situation call for them. This makes it possible to provide quality instruction with minimal disruption to the regular classroom program. The overall availability of qualified substitutes for Los Padres School during the 2001-2002 school year was 93.7%.

Safety, Cleanliness, Adequacy of School Facilities

Los Padres School continues to rely on a Comprehensive School Safety Plan (SB 187) to use as a guide regarding safety issues, school discipline, and for emergency situations. Procedures are established for these situations and practiced regularly

to assess proper implementation. Our average evacuation time during a safety drill is approximately two minutes. All staff members are familiar with the plan. The asbestos abatement report is filed in the school office and posted.

Los Padres School consists of five buildings devoted to classrooms, one administration building, and one multi-purpose cafeteria. These buildings rest on campus grounds measuring approximately 750,000 square feet. Safety, as in all schools, is of primary concern at Los Padres. The buildings and playground area are well maintained by the custodial staff and district personnel. During the 2001-2002 school year 17 of the 18 regular education rooms were used as classrooms, one room used for the library, and one room for the computer lab. Three smaller rooms were used by the Reading Specialist, Resource Specialist, and Speech Therapist. In addition, Los Padres Elementary School has one District-sponsored Special Education class and two Santa Barbara County Special Education classes.

Teacher Evaluation / Opportunities for Professional Development

Ongoing staff development is an integral component of the programs at Los Padres School. Staff members are encouraged to grow professionally by updating their instructional skills on a regular basis. In-service training opportunities are provided to staff by site, district, and community resources. These programs enable the staff to become acquainted with and perfect techniques that allow them to give Los Padres students the best education possible. During 2001-2002 school year, Los Padres staff members were involved in workshops regarding technology, literacy, writing, math and science for minimum days and 3 District wide staff development pre-service days. In addition, minimum days were set aside to allow staff development activities in areas specific to Los Padres School and for developing the comprehensive school plan. Our staff development goal is to acquire the instructional strategies and techniques to implement effective programs for our student population.

Climate for Learning / Discipline

One of the keys to providing a safe environment at our school is to maintain a school-wide discipline policy that begins in kindergarten. As a result, there have been very few suspensions over the last six years. Credit for this is given to smaller class sizes, assertive discipline strategies, and total support of staff and parents.

During the 1998-1999 school year the Lompoc Unified School District implemented the zero tolerance policy as mandated by State AB 2720 that calls for automatic and immediate suspension or expulsion of any student committing designated acts considered illegal and/or violent. During the 1999-2000 school year the CBEDS enrollment was 370 with 3 suspensions. During the 2000-2001 school year the CBEDS enrollment was 377 with 13 suspensions. During the 2001-2002 school year the CBEDS enrollment was 353 with 0 suspensions. There were no expulsions at Los Padres School during the past three years.

Training and Curricular Improvement

According to the Lompoc Unified School District Trust Agreement, new teachers are placed in the Lompoc Apprentice Teachers Support System (LATSS) program. Teachers in the LATSS program are assigned a District Master Teacher whose primary responsibility is to provide support services for the new teacher(s) and complete new teacher evaluations. The District Master Teacher works in conjunction with the School Site Mentor Teacher and the site principal in assisting new teachers. New teachers are typically expected to graduate from the LATSS program upon a recommendation from the Master Teacher and the site principal within a one-year period. However, a new teacher may be required to remain in the school program for a longer period if they are not performing to satisfactory standards. Also, the School Site Mentor Teacher is available at the school site to provide assistance to new teachers. Mentor Teachers do not participate in the formal evaluation of new teachers but are there to provide direction and assistance for the new teachers as needed. The School Site Mentor Teacher may also be called upon to provide assistance for other teachers who may not be new, but who may require assistance as determined by himself or herself or the site principal.

Quality of School Instruction and Leadership

The Los Padres School leadership team consists of teacher representatives from each grade level and one person representing the classified staff. This group has the primary responsibility for decisions regarding school improvement planning, budgeting, and review of the school plan. The Los Padres School Site Council is an integral part of the school leadership as well. This group, comprised of 4 parents and 4 staff members, is responsible for reviewing the school plan, assessing effectiveness of School Improvement Program (SIP), and establishing the SIP budget. Our technology committee gives input to the school Site Council as decisions are being made.

Grade level meetings are held weekly on an informal basis, and monthly on a more formal basis. The focus of these meetings is on student progress. Student assessments are done regularly to ensure that every child is progressing towards grade level standards. Students not meeting grade level standards are placed on a Pass With a Plan (PWP) which details an intervention plan. Students may receive additional help at school or participate in an after-school program. Parents receive updates as to student progress.

In addition to the regular classroom programs there are a variety of activities designed to promote student recognition and self-esteem. These include the monthly Random Reader Award Assemblies, Trimester Award Assemblies, Individual classroom rewards, the Accelerated Reader Reading Incentive Program, 100 Day Reading Challenge, 100, 250, 500 Words Reading Club, Student Council, PTA Reflections contest, end of year activities, and PTA sponsored assembly programs and events.

Dr. Renie Coffelt, Interim Principal, has been a classroom teacher at Los Padres School for 39 years. She has been Teacher In Charge and School Site Mentor for 11 years. Dr. Coffelt has also been an instructor at Chapman University for 15 years. This is her first year as interim principal at Los Padres School.

School To Career

At Los Padres, work readiness skills are addressed in several ways. One is through our Character Education Instructional Program. Each month a theme is stressed such as BE HERE - BE ON TIME, BE POLITE - BE PREPARED, etc. Students then engage in a variety of activities that promote each theme through content areas such as literature, social studies and writing. Many of our classrooms also participate in the School to Career and Junior Achievement Programs. These highlight applicable ways in which students can be directly involved with real-life school/community projects as they learn important lessons that foster responsibility, contribute to character building, and promote technological literacy. Some specific examples at Los Padres are a) cooperative learning group activities that incorporate all areas of the curriculum and provide practice in problem solving skills b) Individual classes

ACADEMIC PERFORMANCE INDEX (API) DATA

The API is the cornerstone of the Public Schools Accountability Act (PSAA - Senate Bill IX), a Governor Gray Davis-sponsored bill signed into law in April 1999.

Results of the Stanford Achievement Test Ninth Edition (SAT-9), given in the spring as part of the state Standardized Testing and Reporting (STAR) program, were used to calculate each schools API. In grades 2-8, the API measures student performance in mathematics, reading, language, and spelling. Grades K and 1 are not tested.

A school with a 2000 API of 800 or more must maintain an API of at least 800 in order to meet its growth target. Our ethnic/racial subgroup met the growth target as in 1999/2000 and 2000/2001. Our socioeconomically disadvantaged subgroup did not meet the growth target as they did in 1999/2000 and 2000/2001. Los Padres met the criteria for the Title I program and is a participant in Title I Program Improvement.

Parental Involvement

Opportunities for parental involvement include: Parent/Teacher Association (PTA), School Site Council (SSC), and Community Advisory Committee (CAC). In addition, an organized volunteer program for the technology lab, classrooms, and after-school tutoring programs provides enriching opportunities for parents to be positive members of our school community. Interested parents and community members may contact Interim Principal, Renie Coffelt at 734-2524 for more information.

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.

engaging in fund raising projects, which enhance their classroom programs. c) Student Council recycling project which encourages our entire school to conserve our earth's natural resources. d) Regularly scheduled computer lab activities as well as open time in the computer lab for classes and students to expand their experiences with computer usage. e) Fifth grade students earning money to participate in their whale-watching trip. In addition, classes have taken part in the Junior Achievement Program that brings to our school community businesspersons who provide valuable lessons for students about real life activities. Los Padres teachers are sensitive to the importance of school to career linkages and incorporate and design units of study in all areas of the curriculum that relate to "real world" settings.

Instructional Minutes

The data below provides information regarding the minimum number of instructional minutes per school year as required by state law for the various grade levels K through 5. In addition, the table shows a comparison of the number of instructional minutes provided for our students at Los Padres School.

Grade	State Required Instructional Minutes	Actual Number Offered Instructional Minutes
K	36,000	36,000
1-3	50,400	52,380
4-5	54,000	56,340

Minimum Days

During the school year Los Padres School students received more than the minimum number of instructional minutes as required by state law. We were able to do this while at the same time scheduling 20 minimum days, 10 of which were specifically for parent-teacher conferencing. On a minimum day schedule kindergarten students attend school their full 200 instructional minutes and students in grades 1 through 5 attend school for 211 minutes of instruction.

As indicated here, we did not qualify for the Immediate Intervention for Underperforming Schools Program due to our high performance the previous two years.

Governor's Performance Program: Due to our ethnic/racial subgroup and socioeconomically disadvantaged subgroup scores, we did not qualify for the Governor's Performance Award Program this year.

2000, 2001 and 2002 Academic Performance Index (API) Grades 2-5					
Weighted Scores:					
	Base	Growth	Target	Actual	
1999	785	1999/2000	840	1	55
2000	840	2000/2001	853	#	13
2001	837	2001/2002	823	A	-14

The API including disaggregation of subgroups, the percentile rankings and a comparison of schools is available on the Internet at the web site shown on the front of this document.

Comparison of Average Salaries for State and Lompoc Unified School District for the 2001-2002 School Year

	Large Unified	LUSD
Beginning Teacher	\$34,802	\$34,000
Mid-range Teacher	\$54,455	\$54,801
Highest Teacher	\$68,873	\$66,095
Principal	\$90,651	\$91,990
Superintendent	\$135,657	\$125,467
Budget percentages		
for teacher salaries	43.85%	44.33%
for administrative salaries	5.35%	4.67%