

A PROGRESS REPORT FOR 2002-2003

School Accountability Report Card – Abbreviated



Lompoc Unified School District • 1301 North A Street • Lompoc, CA 93436

Vandenberg Middle School
Mountain View Boulevard
Vandenberg AFB, CA 93437
805-734-4391, Fax number 805-734-1790

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

Tom Klepper, Principal

2002-2003 School Year

From the Principal

Vandenberg Middle School (VMS) educates students living on Vandenberg Air Force Base, Vandenberg Village, Mission Hills, the United States Prison Property and parts of the city of Lompoc. The VMS community provides students the opportunity to reach their highest level of personal well being and intellectual independence by creating a learning environment that empowers students to become responsible, productive and contributing individuals in our changing world.

Parental Involvement

Parents are invited and encouraged to join the many opportunities for involvement with their children's education at VMS. We have an active and productive Parent Teacher

Student Association (PTSA) that helps with fund-raising, first day packets, student handbooks, the Viewpoint Newsletter, Back-to-School and Open House hospitality, chaperones at dances and volunteers at noon time. Our Back-to-School nights and Open Houses are well attended; exceeding a total of 1,524 parents this past year. Parents are active participants in our School Site Council and PTSA, providing suggestions for improvement in all areas of school life. Other opportunities for parent involvement are available through the numerous groups and clubs on campus that conduct fundraisers, put on performances, and sponsor various activities. VMS has an active English Language Learner Advisory Committee (ELAC). They meet monthly to discuss parental concerns specific to the needs of their students. If you have questions regarding getting involved with our school, please call Tom Klepper at 805-734-4391.

SCHOOL SAFETY PLAN AND CLIMATE FOR LEARNING

School Crime

2002-2003 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. 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: 17	Assault w/ Deadly Weapon: 0	Arson: 0	Bomb Threat: 0
Possession of Alcohol: 0	Battery: 36	Burglary: 0	Destructive/ Explosive Devices: 0
Possession of Drugs: 0	Homicide: 0	Graffiti: 0	Loitering/ Trespassing: 0
Possession of Paraphernalia: 0	Robbery/ Extortion: 0	Theft: 4	Possession of Weapons: 0
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 7	
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 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 and is reviewed and updated yearly.

Suspension and 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.

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 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 student's safety may be established following Education Code 35183. However, schools may establish dress standards that enhance a student's 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 community, staff, and safety committee reviewed the Comprehensive School Safety Plan in November of 2003. The School Site Council approved it on November 25th, 2003. In addition to the school safety plan in place, a school safe committee meets monthly to discuss drills, train the sweep team, review triage training and other campus safety concerns. The plan was available for public viewing in November of 2003.

School Facilities

A major focus at VMS is a safe and orderly school environment. To that end, we have pro-actively sought to reduce unacceptable behaviors on campus. At the beginning of each year, we have an expectation assembly where we discuss proper and acceptable behavior on campus with all students. We have the services of a CODE and a DARE officer, and a committee that deals with disaster readiness and safety. Visitors to the VMS campus first show their pass at the military operated front gate. They must then register in VMS's administration office and receive a visitor's pass before they are allowed on campus. A safe and happy school seems to carry over into a healthy one. Health room visits were 8331. This total not only includes injuries or illnesses but also students required to take medication at school.

Classroom Discipline and Climate for Learning

In 2002/03, we had 218 suspensions down from 259 the previous year. Students were primarily suspended for fighting and defiance. With a student population of 1,114-campus supervision is key in providing a safe school atmosphere. During lunch, 2-3 administrators, one campus liaison, and four noon aides are on campus with the students. (Given our student population) Vandenberg Middle School recommended fourteen students for expulsion in 2002. Suspensions for fighting were reduced; partially attributable to the Conflict Managers Resolution program, which trains students to provide mediation to their peers, to help them solve their problems.

PUPIL ACHIEVEMENT

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 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. In 2002-03 all required grade-level testing was given to our student's in grades 6, 7 and 8. More information is available on the Internet at <http://star.cde.ca.gov>.

California Achievement Test 6th Edition (CAT-6)

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. 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 to the school principal.

Cat-6 All Students

Data reported are the percent of students scoring at or above the 50th percentile. In reading 63% and in math 60% scored above the 50th percentile. This compares to state average of 44% in reading and 51% in mathematics.

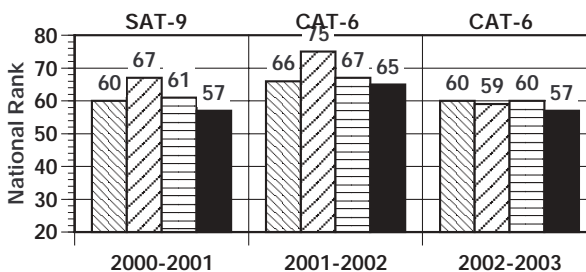
CAT-6 Subgroups

In Reading: 56% of Asians, 80% of Filipinos, 47% of Hispanics, 27% of Pacific Islanders, and 70% of Whites scored above the 50th percentile. In mathematics: 57% of blacks, 56% of Indians, 56% of Asians, 56% of Filipinos, 57% of Hispanics, 45% of Pacific Islanders, and 36% of Whites scored above the 50th percentile. In Reading: 55% of males, 71% of females, 47% of English language learners, 71% of Socio-economically disadvantaged, and 16% of Students with Disabilities scored above the 50th percentile.

California Standards Test (CST)

The California Standards Test (CST) reports how well students are doing in relation to the state content standards. Student scores are reported as performance levels. 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 to the school principal. Student achievement is regularly celebrated and recognized at VMS. We are proud of our students who exhibit

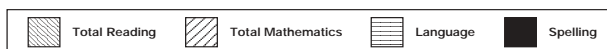
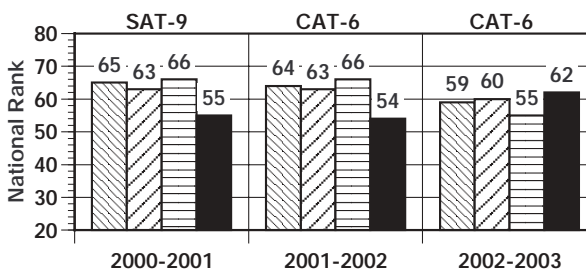
Grade 6



Grade 7



Grade 8



academic success, diligence, effort, regular attendance, and service to the school. These students are recognized at special assemblies held at the end of each semester.

CST- All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. In Language Arts our percentage of students meeting the state standards has increased the past three years from 48% to 51%. In Mathematics our percentage of students meeting the state standards has increased from 34 to 37% the past three years. In both areas more than 95% of our student population was tested.

CST-Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. In English-language arts:

54% of Blacks, 43% of Indians, 55% of Filipinos, 33% of Hispanics, and 59% of White passed the state standards. In Mathematics: 31% of Blacks, 25% of Indians, 22% of Asians, 43% Filipinos, 23% Hispanics, and 44% Whites passed state standards. In all groups 95 percent or more of the students were tested in both areas. In English Language Arts: 43% of males, 60% of females, 45% of English Language Learners, 60% of Socio-economically Disadvantaged, and 12% of students with disabilities passed the state standards. In Mathematics: 36% of males, 37% of females, 26% of English Language Learners, 40% of Socio-economically disadvantaged, and 11% of students with Disabilities passed the state standards.

Students Not Tested

In all required areas 98% of our student population was tested.

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. Vandenberg Middle School met the AYP requirements for English Language Arts and Mathematics. Detailed information 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.

Lompoc Unified School District Assessments

VMS gives curriculum assessments once each quarter in math and language arts. 1999-2000, 2000-2001, 2001-2002 the percent students performing at or above Grade Level Standards (GLS) are reported.

Reading			
	2000	2001	2002
6th	39.5	39.0	46.1
7th	63.8	60.2	49.1
8th	60.2	67.5	68.0
Mathematics			
	2000	2001	2002
6th	92.0	82.2	89.5
7th	93.2	92.6	76.8
8th	77.8	84.8	66.3

Physical Fitness Testing

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). In 2002-2003, all seventh grade boys and girls were given six physical fitness standards to complete in PE. The six standards include Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. The percentage of students performing in the healthy fitness zone in all six standard areas was 29.6% of the students tested. The percentage of males performing in the healthy fitness zone for all six standards was 26.5% and the percentage of females was 33.0% of the students tested. More detailed information may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

ACADEMIC PERFORMANCE INDEX (API)

2001, 2002 and 2003 Academic Performance Index (API)
Grades 6-8
Weighted Scores:

	Base		Growth	Target	Actual
2000	750	2000/2001	771	3	21
2001	768	2001/2002	764	2	-4
2002	744	2002/2003	757	3	13

The purpose of the API is to measure the academic performance and progress of schools. A numeric index ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. Vandenberg Middle Schools API for 2002 is 744. 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. 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/Under Performing 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. Vandenberg Middle School was eligible for the Governors Performance Award in 2001. The Performance award was not funded in 2002 or 2003. Vandenberg Middle School has met the API growth target every year with the exception of 2002 to 2003. Vandenberg Middle School has never been identified as an Under Performing School.

Subgroups APIs and Targets: In addition to a school-wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socio-economically disadvantaged students). Growth targets, equal to 80 percents of the school's target, are also set for each of the subgroups. Vandenberg Middle School has substantially exceeded the subgroup API growth targets every year in each area except in 2002/2003 when the White subgroup did not meet the growth target.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8. In 2003 at least 99 percent of the student population at Vandenberg Middle School was tested.

Statewide Rank: Schools are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school. Vandenberg Middle School's statewide rank for the last three years is 8.

Similar School Rank: Schools also receive a ranking that compares that school to other schools with similar demographic characteristics. Vandenberg Middle School's similar school rank has range from 7 to 9 the last three years. More information can be found at the California Department of Education Web site <http://www.cde.ca.gov/psaa/api/>.

District CST

Vandenberg Middle School has consistently increased its API scores. In 2002-03, VMS did not qualify for the Immediate Intervention for Under Performing Schools Program. The Academic Performance Index, including the desegregation of subgroups and base API scores are posted in

section 3 of the CDE. The 1999 API base score was 719; the 2000 API base score was 750; the 2001 API score was 768; the API score for 2002 was 764. The school exceeded its growth target during the years 1999, 2000, and 2001. The API score for our subgroups has also continuously shown improvement. The API score for our subgroups as gone from 565 in 1999 to 662 in 2002. In 2000 and 2001 VMS was eligible for the Governor's Performance Award Program.

The API Internet reports for schools are posted on the California Department of Education Web site at <http://api.cde.ca.gov>.

ESEA Title I

Vandenberg Middle School has not been identified as a Title I school of improvement. Therefore, it does not participate in the Title I program.

Class Size Reduction

Vandenberg Middle School's average class sizes and teaching loads are within the negotiated limits established by the agreement with the teacher's union. The average classroom size in the district is 29.6 students per classroom. 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 following academic department numbers do not include the intervention teachers. In the English department for the year 2000 it was 26.1; in 2001 it was 20.9; in 2002 it was 21.4; and 2003 it was 21.4. In the Math department for the year 2000 it was 26.2; in 2001 it was 22.4; in 2002 it was 22.6; and in 2003 it was 22.3. In the science department average class size in the year 2000 was 26.5; in 2001, it was 24.9; and in 2002 it was 26.3; and in 2003 it was 27.7. In social science for the year 2000 it was 26.3; in 2001 it was 25.4; in 2002 it was 25.8; and in 2003 it was 24.6.

Counseling and Support Services

VMS has two full day counselors and one half-day counselor. They are all fully credentialed. There are a number of support systems in place to help students with social and emotional issues. These programs include: after-school tutoring, Student Study Team, Student Intervention Team, Study Skills curriculum, CARE team, individual counseling, group counseling, conflict resolution, and interdisciplinary grade level teams. In addition, the district has devel-

oped a Pass with a Plan Program, which increases the success of at-risk students by documenting assessments, academic progress, supplemental programs, and assistance. VMS also offers math and reading labs to students who score below the 30th percentile on the CAT-6 in those subject areas.

Teacher and Staff Information

All VMS teachers hold valid California Teaching Credentials. If it is necessary to assign teachers outside their Credential subject area, all State guidelines are followed. In 2001 of the 56 total teachers on staff 52 were fully credentialed, 4 were on emergency credentials, and there were zero teachers on waivers. In 2002 of the 57 teachers on staff, 55 were fully credentialed and 2 were teaching on emergency credentials. In 2003 of the 57 teachers on staff 54 were fully credentialed and 3 were on emergency credentials.

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

Teacher Evaluation

The terms of the teacher evaluation are listed in the LUSD bargaining contract. Tenured teachers are evaluated every two years while non-tenured teachers are evaluated yearly until they gain tenure. School administration meets with teachers to discuss grading policies, teaching styles, classroom management, district standards, and various aspects of instruction. Formal evaluations are scheduled with the teacher and informal evaluations are done on a drop-in basis. The evaluation form targets the six standards of teaching. Teachers may be given a mark of unsatisfactory, needs improvement, satisfactory, or not observed. The results of the confidential evaluations are submitted to the employee's site file. Professional Development Reports (PDR) are done with teachers during their evaluation year. The results of the PDR are submitted to the district office to be placed in the teacher's permanent file. Opportunities for professional improvement are provided for tenured and non-tenured teachers each year. Non-tenured teachers are enrolled in the Lompoc Apprentice Teacher Support System (LATSS). In addition to being reviewed by the site administrator, the teachers are required to attend LATSS meetings. In addition to the LATSS program the district participates in the BTSA program for new teachers.

Opportunities for Professional Growth

Personal and professional growth of our teaching staff is a high priority at VMS. We provide for access to top quality in-services for our staff on a number of issues and topics pertinent to education today. The school district has provided three district wide staff in-service days the last three years.

Professional Development

VMS is committed to curriculum and instructional improvement. There are active committees on restructuring and technology that research the latest in technological advances, school improvement, scheduling and other appropriate information to share with the staff. Teachers may seek assistance through their department chair, team teachers, Peer Assistance Review, and administration. Teachers new to the district also work with a Consulting Teacher and a Mentor Teacher who support and evaluate good teaching.

Substitute Teachers

When regular VMS teachers are absent due to illness or attendance at professional in-services, their substitutes have either the appropriate credentials or a waiver. Of the 1132 absences called in during the 2000-2001 school year, 90% were covered. During the 2002-03 school year VMS had 916 absences; 94.3% were covered by qualified substitute teachers.

Quality of Instruction and Leadership

Tom Klepper, our school principal, has been in education for over twenty years. He is a graduate of the University of Southern California and Cal Poly San Luis Obispo. He is a member of the Association of California School Administrators. The majority of his experience is at the middle school level in both teaching and administration. Mr. Klepper has worked full time as an administrator in the district at both the middle school and high school levels. He has also taught in a program for teachers at the university level. Good communication is a commitment at VMS. The principal, along with an assistant principal, half time dean, two full-time counselors, and one half-time counselor are largely responsible for the administration and implementation of school programs. Additionally, there are numbers of opportunities for all staff members to take on leadership roles at VMS. Committees, teams, and groups meet to actively design and implement decisions affecting the School Plan, discipline, disaster planning, the master schedule, restructuring, technology, campus beautification and student/school relations. Decisions are made as a team. Administration includes parents and staff in the decision making process. The staff and administration work together to provide the best possible education for all students. All grade levels have two interdisciplinary teams of teachers who work with approximately 180 students each.

Textbooks and Instructional Materials

The LUSD adopts textbooks on a seven-year cycle ensuring that the textbooks will be current, updated, and reflect the State Curriculum Standards. Additionally, the students have access to workbooks, science kits, math manipulatives, films, computer technology, and videos. All staff and students participate in 15 uninterrupted minutes of sustained silent reading each day. The library has a total of 17,985 books with 16,446 currently available for students to check out. The computerized circulation system and number of books has led to an increase number of books in circulation. In August of 2000 the LUSD adopted a new series of math and history books. In May of 2001 the science department adopted the Holt science series. The latest adoption was in September of 2002; the English/Literature departments were issued Holt textbooks. All textbooks were selected from the most recent list of standards-based materials.

Instructional Minutes

In 2002-03, our enrollment was 1,114. Daily attendance is stressed at VMS in order to increase and enhance the educational opportunities for our students. It is very important that students be in school every day, on time and ready to learn. We diligently seek to ascertain the reason for absences and work closely with parents to cut truancies and increase independent study. The Truancy Intervention Program is in place to improve student attendance. The number of minutes that students receive instruction is critical to providing a quality educational program for all students. VMS offers 61,985 instructional minutes for all students during the school year. This compares favorably to the 60,640 required by state law.

Minimum Days

VMS held ten minimum days during the 2002-03 school year to accommodate Parent Teacher Conferencing.

School to Career

School-to-Career activities have been developed to prepare students to enter the workforce. Teachers have been trained in the School-to-Career Program that develops cross-curricular activities to better prepare students for future career opportunities. Students work on developing Mega Skills (e.g. Confidence, Motivation, Responsibility, Perseverance, etc.). In addition, they work on goal setting, self-awareness, esteem building of self and others, and health issues related to the students. Students have the opportunity to take several elective classes that prepare them for the workforce,

including a computerized program called Growing-up Ready. This program explores numerous career options. Volunteer speakers from the community visit the eighth grade classes and describe their jobs, requirements for employment, and the personal choices they have had to make about jobs or career moves.

Salary Information

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 and Services Offered

During the 2001-2002 school year, the LUSD spent an average of \$6,181 per pupil for all basic educational services, including transportation, health screening, instructional materials and maintenance. District services at VMS include a registered nurse three days a week, a health clerk two days a week, a psychologist who assesses students with special needs one and a half days a week, a speech and language specialist one and a half days a week, and two and a half counselors to help with student scheduling and counseling. In addition, VMS received \$71,997 in supplemental funds. VMS received in the areas of Gifted and Talented Education (\$11,360), Economic Impact Aid for Limited English Proficient students (\$13,131), and School Improvement program planning funds (\$47,506). These funds are used for a variety of supplemental services and materials including staff development, a community liaison, computers, classroom tutors, literature books, and computer software. Supplemental services funded by outside agencies include a Community Oriented Diversion and Education (CODE) team officer and a Drug Abuse Resistance Education (DARE) officer. We have an active School Site Council that oversees a budget in excess of \$50,000. The council makes decisions about the best usage of the allocated funds, program emphasis, School Improvement policies, and schedules the student-free and minimum days.



LOMPOC UNIFIED SCHOOL DISTRICT

VANDENBERG MIDDLE SCHOOL
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