

A PROGRESS REPORT FOR 2000-2001

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

This symbol in the text indicates additional SARC information is available from the California Department of Education on the Internet at:
<http://www.lusd.org/vanmidschool.html>

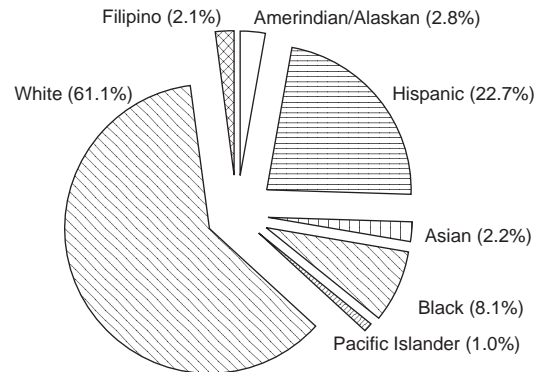
Tom Klepper, Principal

2001-2002 School Year

School Profile

Vandenberg Middle School (VMS) educates students living on Vandenberg Air Force Base, Vandenberg Village, Mission Hills, the United States Prison Property, and parts 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 and productive as contributing individuals in our changing world. VMS was recognized by the State of California for its excellence in education and has been awarded California Distinguished School status. Our '01-'02 enrollment was 1,117 students with approximately 1,000 students bussed to school. The instructional program at VMS stresses access to the core curriculum for all of our students. The curriculum is appropriately aligned with State frameworks and model curriculum guides. VMS also helps prepare students for college by offering courses in French, Spanish, Math I, and Science. We have two computer and two technology labs that provide a myriad of opportunities for students to learn basic computer and advanced technological skills. Additionally, we have many opportunities for students to be involved in activities such as Associated Student Body (ASB), Band, Orchestra, Chorus, assorted noon clubs and sports, the Yearbook, the school newspaper, and Reflections. An Activity Director and Athletic Director plan and facilitate noon music and sports, dances, fund-raisers, and various activities that increase student involvement and community awareness.

The VMS community has remained stable over the past few years. Five percent of our students are Limited English Proficient. 28 percent of our students qualify for free or reduced lunches. Our ethnic balance has fluctuated slightly (see CDE template).

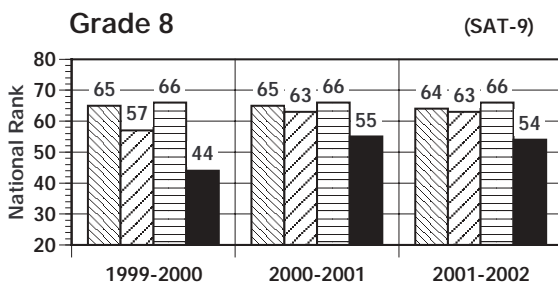
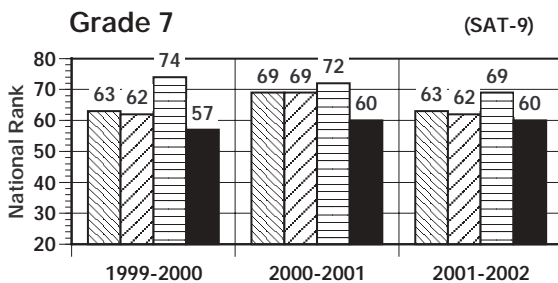
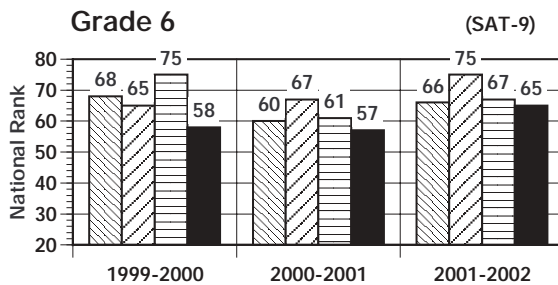
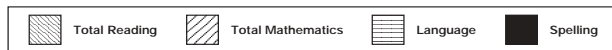


STUDENT ACHIEVEMENT

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) test to assess each student in grades 2 through 11 in the spring of each school year. The SAT-9 was administered to our students in May 2002. Student achievement is regularly celebrated and recognized at VMS. We are proud of our students who exhibit 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.

SAT-9

In '01-'02 all three grades took the SAT 9 test. These scores are above the nationally normed scores for all three grades.



SAT-9 Subgroups

Data is provided for subgroups in the areas of math and reading. The data is disaggregated for specific subgroups. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, Socio-Economically Disadvantaged and program participation in Migrant Education. (See CDE template)

In 2001-2002 Sat-9 reading and math subgroup grades 6-8:

- In the 6th grade 71% of the male students, and 79% of the female students scored above the 50th percentile in math.
- In 7th grade 61% percent of the males and 66% of the females scored above the 50th percentile in math.
- In 8th grade 73% of the males and 62% of the females scored above the 50th percentile in math.
- In sixth grade 64% of the males and 69% of the females scored above the 50th percentile in reading.
- In seventh grade 63% of the males and 73% of the females score above the 50th percentile in reading.
- In 8th grade 71% of the males and 72% of the females scored above the 50th percentile in reading.

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.

CST Subgroups

Data is provided for subgroups for the areas of math and reading. The data is disaggregated for specific subgroups. These subgroups include: English Learners/Not English Learners, Socio-Economically Disadvantaged (SED) and Not Socio-Economically Disadvantaged (Not SED). Data is also reported for race/ethnicity, and program participation in Migrant Education if the data is available by the CDE. (See CDE template).

- In the sixth grade 43% of males, 50% of females, 37% of the SED, and 50% of the Not SED scored at the Proficient or Advanced level in English. In math 38% of males, 34% of females, 28% of the SED, and 39% of the Not SED scored at the Proficient or Advanced level.
- In the seventh grade 43% of males 49% of females, 36% of SED, and 49% of Not SED scored at the Proficient or Advanced level in English. In math 29% of males, 28% of females, 24% of SED and 30% of Not SED scored at the Proficient or Advanced level.
- In the eighth grade 47% of males, 51% of females, 24% of SED, and 56% of Not SED score at the Proficient or Advanced level in English. In Math 44% of males, 34% of females, 34% of SED, and 39% of Not SED score at the Proficient or Advanced level.

LUSD Curriculum Assessments

VMS gives curriculum assessments once each quarter in math and language arts.

LUSD District Assessments

1999-2000, 2000-2001, 2001-2002 Students performing at or above Grade Level Standards (GLS)

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

Physical Fitness Testing

In 2001-2002, 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 25.2% of the students tested. The percentage of males performing in the healthy fitness zone for all six standards was 22.9% of the students tested. The percentage of females performing in the healthy fitness zone for all six standards was 27.6% of the students tested.

Dropout Rates

VMS total number of dropouts for 2001-02 was five. The dropout rate for 2000-01 was four. The dropout rate for 1999-2000 was eight.

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 supplement funds. 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.

Class Size and Teaching Loads and Certification

Vandenberg Middle School's average class sizes and teaching loads are within the negotiated limits established by the agreement with the teachers' 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, and in 2002 it was 21.4. In the Math department for the year 2000, it was 26.2, and in 2001 it was 22.4, in 2002 it was 22.6. In the science department average class size in the year 2000 was 26.5, in 2001, it was 24.9, and in the year 2002 it was 26.3. In social science for the year 2000, it was 26.3, in 2001, it was 25.4, and in 2002 it was 25.8.

Teacher Assignments

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 2000 of the 54 total teachers on staff 50 were fully credentialed, nine were on emergency credentials and one teacher was on a waiver. In 2001 of the 56 total teachers on staff 52 were fully credentialed, five were on emergency credentials, and there were zero teachers were on waivers. In 2002 of 57 teachers on staff 55 were fully credentialed and two were teaching on emergency credentials.

Textbooks/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 currently has 16,446 books for students to check out. This number of books and a computerized circulation system have led to an increase in library circulation to 13,529 books checked out by students during 2001-02. In August of 2000 the LUSD adopted a new series of math and history. 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.

Counseling, Support Services

VMS has two full day counselors and one half-day counselor. 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 developed 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 SAT 9 in those subject areas.

Substitutes

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.

Safety and 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 instituted a conflict resolution program that allows students to work through their conflicts with trained peers. 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 must register in the main 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 8015. This total not only includes injuries or illnesses but students also required to take medication at school.

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 employees' site file. Professional Development Reports (PDR) are done on 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. 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 and on-site mentor meetings. Opportunities for professional improvement are provided for tenured and non-tenured teachers each year.

Discipline and Learning Climate

In 2001-02, we had 259 suspensions up from 220 the previous year. Students were primarily suspended for fighting and defiance. With a student population of 1,117 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 lunch with the students. Given our student population VMS only recommended nine students for expulsion. Suspensions for fighting were reduced; partially attributable to the Conflict Managers Resolution program, which trains students to provide mediation to other students, to help them solve their problems.

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.

Teacher/Staff Training & Curriculum Improvements Programs

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.

Quality of Instruction and School 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 an interdisciplinary team of teachers who work with approximately 180 students.

Degree to which Pupils are Prepared to Enter the Workforce

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.

Instructional Minutes/Enrollment

In 2001-02, our enrollment was 1,117. 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 everyday, 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 2001-02 school year to accommodate Parent Teacher Conferencing.

ACADEMIC PERFORMANCE INDEX (API)

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 2001. This law authorized the establishment of the first statewide accountability system for California public schools.

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 2001 API establishes this year's baseline for a school's academic performance and sets an annual target for growth. The state has set 800 as the API score that schools should strive to meet.

Results of the Stanford Achievement Test Ninth Edition (SAT-9), given in the spring as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate each school's API. In grades 2-8, the API measures student performance in mathematics, reading, language, and spelling.

Immediate Intervention for Underperforming Schools Program

Vandenberg Middle School has consistently increased its API scores. In 2001-02, VMS did not qualify for the Immediate Intervention for Underperforming 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 this group 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>>.

Title I Program

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

2000, 2001 and 2002 Academic Performance Index (API) Grades 6-8					
Weighted Scores:					
	Base		Growth	Target	Actual
1999	719	1999/2000	750	4	31
2000	750	2000/2001	771	3	21
2001	768	2001/2002	764	2	-4

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

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 us not only with fund raising, but also in providing much needed help with first day packets, 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 1,450 parents this last 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.

Salary Information

Statewide data categories used for comparison are determined by type (elementary, high, and unified) and enrollment as defined in the Management Bulletin 02-04. The Statewide average for principals is aggregated by district. There is no statewide average calculated for common administration districts. In LUSD beginning teacher salary is

\$34,000. Compared to like districts - \$34,802, mid-range is \$54,801 compared to like districts- \$54,455, and highest teacher salary is \$66,095 compared to like districts- \$68,873. The average salary for school sited principals at the elementary level is \$79,227 compared to the like districts-90,651. High school principals earn \$99,227 compared to like districts-\$90,651. The district superintendent is paid \$125,467 compared to state averages for districts comparable-\$135,657. The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel is 4.6% compared to like districts of 5.35. The percentage allocated for teachers is 44.33% compared to like districts-43.85%.

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%

COMPREHENSIVE SCHOOL SAFETY PLAN

1. School Crime 2000-2001 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. The Comprehensive School Safety Plan was last reviewed by the staff and the safety committee in November of 2002. It was approved by the School Site Council on December 10th 2002. 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 2001.

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: 17	Burglary: 0	Destructive/ Explosive Devices: 0
Possession Of Drugs: 5	Hom icide: 0	Graffiti: 0	Loitering/ Trespassing: 0
Possession of Paraphernalia: 0	Robbery/ Extortion: 0	Theft: 2	Possession of Weapons: 2
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-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.

3 Disaster Procedures

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

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 District's 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 student's 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 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.

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 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.

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 held on December 10, 2002.



LOMPOC UNIFIED SCHOOL DISTRICT

VANDENBERG MIDDLE SCHOOL
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