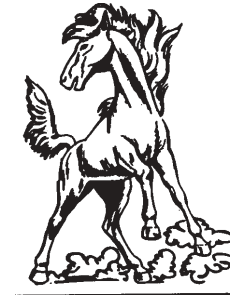


APROGRESS REPORT FOR 2002-2003

School Accountability Report Card - Abbreviated



Lompoc Unified School District • 1301 North A Street • Lompoc, CA 93436
Fillmore Elementary School
1211 East Pine Avenue
Lompoc, California 93436
(805) 737-1144

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

Jamie LeBlanc, Principal

2002-2003 School Year

From the Principal

Fillmore Elementary School is located in the city of Lompoc and serves a population of 656 students living in private homes, rental apartments, single duplexes and multi-house dwellings. School grounds are open for public usage on weekends and holidays and after 4:00 p.m. on weekdays. Organized groups are encouraged to submit facility use request forms. Parents are always welcome to visit the school.

Parent Involvement Opportunities

Parents are always welcome to visit the school. The Fillmore Elementary Parent-Teacher Association (PTA) actively supports school activities. The Fillmore English Learner Advisory Committee (FELAC) meets at least six times per year to address the needs of students and parents for whom English is a second language and are eligible for Title I services. The School Site Council (SSC) is a committee made up of parents and staff who discuss issues relate to students who are eligible for Title I services, develops the School Plan and makes budget recommendations and decisions. The Parent [I] Educational Partners (PEP) Club is a volunteer group of parents who assist teachers with projects. Many parents are directly involved in their children's classrooms as per individual teacher preferences. For more information contact the principal.

SCHOOL SAFETY & CLIMATE FOR LEARNING

School Crime

The California Safe Schools Assessment (CSSA) incident reporting began in July of 1995, as mandated in the Penal Code (6628). 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	Home Infringe: 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			

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 and are reviewed and updated annually.

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. (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.

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.

Professional Improvement

Ongoing staff development is an integrated component of the programs at Fillmore. 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 both the District and Fillmore School. Our staff development goal is to acquire the instructional strategies and techniques to implement effective programs for our student population. Last year there were three District wide staff development days. In addition, the site had sixteen minimum days for the purpose of 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 have qualified substitute teachers available to us through the substitute services of the School District. This makes it possible to provide quality instruction with minimal interruption of the regular classroom program. For this school year the District was able to fill 97.1% of requests for subs.

School Instruction and Leadership

The Fillmore Principal possesses the Preliminary Administrative Services and the Multiple Subjects Life credentials, a Master's Degree in Elementary Education, and a Doctorate Degree in Educational Leadership. The Fillmore School Site Council, in collaboration with the school staff, provides ongoing leadership by establishing instructional priorities, allocating special project funds and evaluating progress towards the goals established in the school plan. The Fillmore English Language Advisory Committee (FELAC) also meets regularly to discuss issues relating to the needs of English Language learners. Individual staff members in curricular subjects also provide leadership. The school staff meets regularly to discuss all aspects of our instructional programs. Grade level teams also meet regularly. At these meetings student assessments, work samples, and instructional focus are reviewed. Fillmore School has an active School Leadership Team, which includes the principal, grade level chairpersons, and special education and school support representatives. We also have a Faculty Advisory Committee to discuss staff issues and concerns.

Student assessment is done regularly to ensure that every child is progressing towards meeting 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 in an after-school program and more individualized instruction, plus conferencing with parents to talk about how students can be helped at home. In addition to the regular classroom programs there are a variety of activities designed to promote student recognition and self-esteem. These include: awards assemblies, shining model citizenship drawings, home reading incentive programs, public address announcements, and newsletters. Student Council, PTA Writing Contest, and student presentations at the monthly flag raising ceremony allow for students to perform in other areas.

Textbooks and Instructional Materials

Fillmore School uses district adopted curriculum materials. For Reading/Language Arts, the Houghton Mifflin series has been adopted for K-5. This is a comprehensive program combining phonics instruction with quality literature. Houghton Mifflin was adopted for math in 2001 and is used in all classrooms. Houghton Mifflin Math Steps was also used as a supplementary program. Science materials have been adopted for grades K-2 and grades 3-5; and Houghton-Mifflin Social Studies materials are used in grades 4-5. Teachers use Title I and SIP funds to purchase supplementary materials. For example, we have over 300 sets of books available for guided reading and literature circles, ranging from emergent readers to junior high levels. A remedial program called Read Naturally was also used as an intervention for selected students. Houghton-Mifflin, Phonics and Friends, Hampton-Brown, Into English, and other supplementary materials are used to meet the needs of the ELD standards.

Instructional Minutes

Fillmore Elementary School strictly adheres to the instructional minutes required by the State of California Education Code. Kindergarten students attend school 200 minutes per day (36,000 min/yr); students in grades 1-3 attend 288 minutes per day (51,840 min/yr); students in grades 4-5 attend 310 minutes per day (55,800 min/yr).

Minimum Days

There were ten (10) minimum days to conduct Parent-Teacher Conferences and one (1) on the last day of school. Additionally, there were sixteen (16) minimum days for staff development.

School to Career

Fillmore School provides students with a variety of opportunities to develop work readiness skills through activities that foster responsibility, contribute to character building, and promote technological literacy. Annually students participate in an agricultural service learning day which highlights careers in the agricultural industry.

Salary Information

Lompoc Unified School District strives to employ qualified certificated personnel. LUSD offers competitive salaries in relation to surrounding districts. Compensation packages are in addition to the base salaries indicated and may vary with position. Extensive staff development opportunities to continually upgrade skills can be seen as another enhancement to the base salary. More information is available on the Internet at <http://www.cde.ca.gov/fiscal/financial/>.

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

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.

During the 2002-2003 year the following special programs were offered at Fillmore School:

- Reading Specialist Program
- Resource Specialist and Speech Program
- Limited English Proficiency (LEP) Program (\$38,000)
- Title I (\$190,000)
- School Improvement Program (\$52,396)
- Library Program
- Fourth Grade Tutor
- After School Programs for grades 2-5

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 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. Information is provided in both English and Spanish.

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. The plan was reviewed with staff on January 13, 2003. The school, for its Comprehensive School Safety Plan committee, creates an agenda and minutes for a public meeting during which input is gathered about the comprehensive School Safety Plan. A public meeting was held on January 15, 2003.

School Facilities

Fillmore School continues to rely on a Comprehensive Safety Plan (SB 187) to use as a guide regarding safety issues, discipline, and for emergency situations. All staff, parents and students are familiar with the plan. The buildings and playground areas are maintained by two full time and one-half time custodians and district personnel. The current plant includes regular classrooms, ten portable classrooms, a multipurpose room, and office areas. Maintenance and building repair have been continuous.

Classroom Discipline and Climate for Learning

At Fillmore, we expect classroom teachers to manage their classrooms in a manner that minimizes disruptive behavior. Occasionally, a student's behavior goes beyond acceptable limits. In some instances it is necessary to suspend children from school. During the 2002-2003 school year a total of 23 students were suspended. The primary reasons for suspension were for mutual combat and disruption or defiance. Fillmore School has instituted a character education program, Building Effective Schools Together, which is having a positive impact upon student behavior. Various programs such as McGruff, Childsafe, DARE, First Aid, AIDS, Substance Abuse, Fire, and Bicycle Safety provide information for students. Students are periodically recognized for positive behavior and achievement.

students met or exceeded standards. In Mathematics 32% of our students met or exceeded standards. More information is available on the Internet at <http://star.cde.ca.gov/>.

CST Subgroups

20% of the socio-economically disadvantaged students met or exceeded English Language Arts standards. 25% met or exceeded Mathematics standards. 22% of Hispanic students met or exceeded English Language Arts standards. 29% met or exceeded Mathematics standards. Females scored 8% higher in ELA and 4% lower in Math than males. 4% of our students with learning disabilities are meeting ELA Standards and 10% are meeting Math State Standards. More information is available on the Internet at <http://star.cde.ca.gov/>.

Adequate Yearly Progress (AYP)

Lompoc Unified School District Assessments

Multiple Measures (MM) are used to determine if students are meeting grade level standards. For MM we use weighted averages from STAR scores, District Assessments, and Report Cards Grades. In grades K-2, 77-88% of the students are at or above grade level standard in reading. In grades 3-5, 67-73% are on or above grade level in reading. In grades K-2, 84-92% and in grades 3-5, 62-73% are on or above grade level.

Physical Fitness Testing

Test results indicate that our males perform slightly below district and state averages. Our females have a significant deficiency. Playground equipment has been installed in 2003 to improve our student's physical fitness.

ACADEMIC PERFORMANCE INDEX (API)

2001, 2002 and 2003 Academic Performance Index (API) Grades 2-5

Weighted Scores:

	Base	Growth	Target	Actual
2000	608	2000/2001 635	10	27
2001	639	2001/2002 665	8	26
2002	655	2002/2003 681	7	26

children. A part time school liaison works with students who are experiencing emotional difficulties, usually short term in nature. The liaison works with the permission and cooperation of the family. One full-time Speech/Language Specialist works with students who are diagnosed with Speech/Language disabilities. The school nurse is at Fillmore School one and one half days per week. She is responsible for the physical well being of all students and serves as a health education resource person. Health room visits totaled 3242 for the 2002-2003 school year. The school Psychologist is on site one day per week. In

addition to providing DIS counseling to students, he does assessments to determine special education and GATE (Gifted & Talented Education) eligibility. The Student Study Team consists of the referred student, the parents of the student referred, teachers, the resource specialist, the outreach coordinator and the school principal. Other personnel, such as the school nurse and school counselor attend on an as-needed basis. This team initiates referrals for additional appropriate support services.

Academic Performance Index (API) data for the total population: The staff at Fillmore Elementary School, through coordinated efforts, helps students meet and surpass their expected API growth. Grade level discussions, before and after school programs, and a strong intervention program have been instrumental in achieving this growth. Fillmore exceeded required gains in testing scores. Our socio-economic subgroup met their growth target as well as our racial/ethnic subgroup as in 2001-2002. Fillmore School made academic growth during the 2002-2003 and Fillmore scored 681 on the API, exceeding the expected target growth. Fillmore has continued to show improvement within the guidelines of the API. Fillmore School participates in the Title I program but was not identified as a distinguished/achieving school program participant. Fillmore School has met the required elements for the Title I program and therefore does not meet the criteria for Title I Program improvement. More information is available on the Internet at <http://api.cde.ca.gov/>.

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Teacher and Staff Information

Fillmore School has 47 credentialed teachers. All except two classroom teachers are fully credentialed. No classroom teachers have emergency credentials, however Title I tutors have Emergency Teaching 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

Criteria used for teacher evaluation is stated in the Certificated Bargaining Unit Contract. The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. According to the Lompoc Unified School District Trust Agreement, new teachers are placed in the Lompoc Apprentice Teachers Support System (LATSS) program. They are assigned to a District Master Teacher whose primary responsibility is to provide support services for the new teachers and to do evaluations. With reduced funding the School Site Mentor Teacher program has been eliminated. New teachers are typically expected to Graduate from the LATSS program based upon a recommendation from the Master Teacher and the site principal within a one-year period. District Mentor Teachers may also be called upon to provide help and assistance for other teachers who may not be new but who may require assistance as determined by themselves or the site principal.

PUPIL ACHIEVEMENT

California Achievement Test-6th Edition (CAT-6)

The California State Standardized Testing and reporting (STAR) program requires that all public school districts in California use an annual formal assessment to follow student academic growth. California Achievement Test-6th Edition (CAT-6) was administered in grades 2 through 5 in May 2003. The results of the testing are illustrated in the charts below showing the mean national percentile rank in scores for the three years 2001, 2002, and 2003. Overall, 34% of students at Fillmore scored above the 50%ile in reading, and 44% of students scored above the 50%ile in math. More information is available on the Internet at <http://star.cde.ca.gov/>.

During the 2002-2003 school year, 110 students transferred in and 80 students moved away. Many of these students are moving to or from other Lompoc Unified School District schools. An ethnic profile of the student body is shown here:

Our mission is to teach students at their instructional level, and then do whatever it takes to promote learning.

CAT-6 Subgroups

Among our English Learners, 13% scored above the 50%ile in reading and 25% scored above the 50%ile in math. Among our socio-economically disadvantaged students, 27% scored above the 50%ile in reading and 36% scored above the 50%ile in math.

California Standards Test (CST)

The California Standards Tests show how well students are performing in relation to the state content standards. Student scores describe growth towards standards and are reported as five performance levels: Advanced (exceeds standards), Proficient (meets standards), Basic (approaching standards), Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced levels have met state standards in the content area. In English Language Arts 26% of our

