

SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Vandenberg Middle School

2014-15  
School Accountability Report Card  
Published in 2015-16

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SARC



## Principal's Message

Vandenberg Middle School is excited about the educational possibilities for its students. Every staff member embraces a philosophy of academic rigor and works to ensure each student has the foundational skills to be successful in middle school through college-preparatory coursework in high school. An individualized approach recognizes students for where they are in terms of English-language arts and math proficiency, and also provides the necessary framework to facilitate student growth in these important academic arenas. VMS is equally committed to the idea of high expectations for all—not just English learners, gifted, or low socioeconomic students, but every student that we serve.

VMS believes building responsible adolescent behavior is about developing the skills and habits necessary to achieve a rewarding adult life. It starts with the school and the family working together to provide enriching experiences that encourage responsibility and good choices. Ultimately, the challenge for VMS educators is to meet the needs of a diverse student population. It is important to find the balance of resources so time and energy to meet the needs of honors students, college preparatory students, and those of students who are not yet proficient in English or math are equally considered. It is the vision of VMS to make certain that all students demonstrate literacy competencies and leave this institution prepared to be successful in high school and college. Finally, the hope that VMS students will thrive and be productive members of society is the common goal for all involved in the education of the community's children.

## School Mission Statement

The Vandenberg Middle School community provides students the opportunity to reach their highest level of personal well-being and intellectual independence by creating a safe learning environment that empowers students to become responsible and productive as contributing individuals in our changing world.

## Parental Involvement

Parents and the community are very supportive of the educational program at Vandenberg Middle School. Parents are always welcome to attend school events including concerts, awards assemblies, orientation, Back-to-School Night and Open House. They can also attend sports events and volunteer as chaperones on field trips. In addition we have had parents come as guest speakers in classrooms as well as for career day. Many programs and activities are enriched by community partnerships with Santa Barbara County's United Way, Vandenberg Air Force Base, and the Boys and Girls Clubs to name a few.

Parents who wish to participate in Vandenberg Middle School PTSA or help by volunteering for VMS leadership teams, school committees or other may contact Melissa Coombs or our PTSA Teacher representative William "Dino" Wharton at wharton.william@lusd.org.

## School Safety

Safety of students and staff is a primary concern of Vandenberg Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis.

All visitors must check in at the school office and wear a visitor's badge while on school grounds. During lunch, passing periods, and before and after school, teachers, administrators, the school liaison, and noon-duty aides supervise students and school grounds to ensure a safe and orderly environment. Access to the campus is controlled with access only through front gates while school is in session.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous-pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in December 2015. A copy of the plan is available to the public at the school and district offices.

## Types of Services Funded

For the 2014-15 school year, Lompoc Unified School District received federal and state aid for the following categorical, special education and support programs:

- Carl Perkins Grant
- Class Size Reduction
- Economic Impact Aid/LEP
- Gifted and Talented Pupils
- Home-to-School Transportation
- Lottery Monies
- Computer-based learning via such programs as Imagine Learning, Reading Plus, Renaissance Place, etc.
- Maintenance and Operations
- Peer Assistance and Review Program
- Safe and Drug-Free Schools Program
- School and Library Improvement Program
- Special Education
- Staff Development
- Title I Program
- Partnership Academies

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



## District Administration

Trevor McDonald  
*Superintendent of Schools*

Irma Manzo  
*Interim Assistant Superintendent of Business Services*

Sid Haro  
*Assistant Superintendent of Human Resources*

Kathi Froemming  
*Assistant Superintendent of Educational Services*

Art Diaz  
*Director of Pupil Support Services*

Tina Christen  
*Director of Special Education*

Lore Desmond  
*Director of Categorical Programs*

## School Board

Steve Straight, *President*  
Henry (Hank) Gallina, *Vice President*  
Carmela Kessler, *Clerk*  
Bill Christen, *Board Member*  
Dr. Bill Heath, *Board Member*



*"Regular attendance and punctuality at Vandenberg Middle School are necessary parts of the learning process and are critical to academic success."*

## School Profile

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County and has a population of approximately 40,000. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The district serves approximately 10,000 students in grades K-12 living in the city of Lompoc; the communities of Vandenberg Village, Mesa Oaks, Mission Hills; Vandenberg Air Force Base; and rural areas adjacent to these communities.

Vandenberg Middle School is proud of its academic achievements. We are one of the top-performing middle schools in Santa Barbara County. The school operates on a traditional calendar. Vandenberg Middle School is committed to providing a strong instructional program for all students to ensure excellence in education.

## School Leadership

Joel Jory, VMS principal, has worked in LUSD since 1997, previously serving as a teacher, coach, and assistant principal. Leadership at Vandenberg Middle School is a responsibility shared among district administration, the principal, assistant principal, instructional staff, students, and parents. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include the School Site Council, Parent-Teacher-Student Association, the English Learner Advisory Committee, GATE and Honors Advisory Committee, AVID Advisory Team, Technology Committee, Beautification Committee, and the BEST Team.

## School Attendance

Regular attendance and punctuality at Vandenberg Middle School are necessary parts of the learning process and are critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Vandenberg Middle School. Parents are notified of absences through phone calls, letters, and conferences with the principal. Good attendance is encouraged through motivational incentives. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the district's School Attendance Review Board (SARB).

Lompoc Unified School District's School Attendance Review Board (SARB) is composed of parents, community members, the district SARB secretary, and representatives from law enforcement and probation. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of intervention are not effective.

## Discipline and Climate for Learning

Lompoc Unified School District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Vandenberg Middle School. The program's design establishes guidelines to provide students with a meaningful, productive and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives. Assertive discipline and conflict resolution are tools that help students to further develop personal growth. VMS strives to ensure students are happy, well-behaved and, most importantly, actively engaged in learning. The academic focus and civility of students combine to facilitate a well-ordered environment where students are attentive and actively engaged in the learning process. Most importantly, VMS is committed to standards of behavior that contribute to the success of all students.

Students at Vandenberg Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school utilizes the BEST (Building Effective Schools Together) program, which encourages students to come to school ready to learn and become problem solvers. The program emphasizes positive incentives for good behavior. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Vandenberg Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the student handbook, safety assemblies and parent conferences. All students participate in a one-day workshop twice a year with hands-on training on behavioral expectations in all areas of the school and its programs.

## Professional Development

All training and curriculum development revolves around the California State Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure all students either meet or exceed state proficiency levels.

Professional development within the district addresses the individual needs of teachers as well as broader school concerns. The district analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified.

Instructional coaches further support high levels of instruction through their one-on-one meetings or small group workshops with teachers. Coaches coordinate curriculum development, assessments, and opportunities for articulation.

Schools focus on some of the following topics: Professional Learning Communities (PLC)/collaboration, Data Teams, Imagine Learning, Lexia, Illuminate, Reading Dynamics, Reading Plus, EL Replacement Core, Creating Meaning and many others.

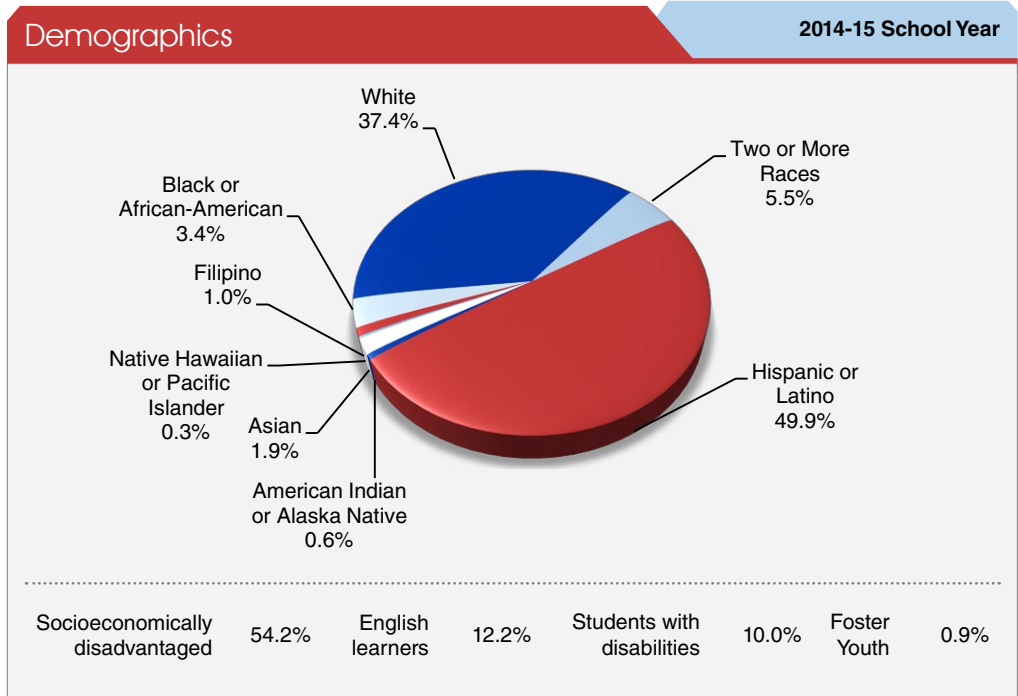
Lompoc Unified School District's Apprentice Teacher Support System (LATSS) coordinates with Santa Barbara County's Beginning Teacher Support and Assessment (BTSA) program to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students. Master teachers meet with new teachers at least once a month as a group and individually throughout the year. The district LATSS Board meets twice a year to review all teachers' progress.

### Professional Development Days

2013-14	3 days
2014-15	3 days
2015-16	3 days

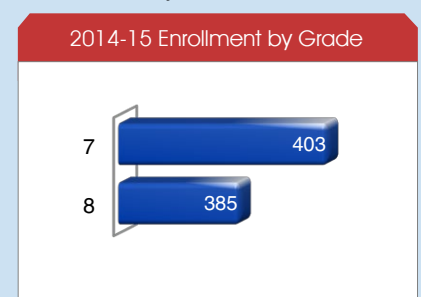
### Enrollment by Student Group

The total enrollment at the school was 788 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



### Enrollment by Grade

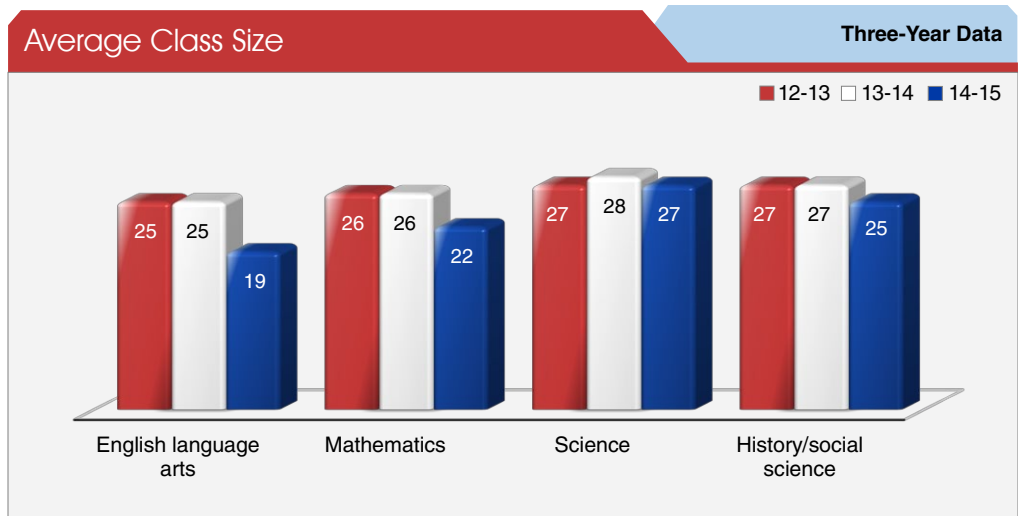
The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Student College Projects

### Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



### Number of Classrooms by Size

**Three-Year Data**

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	14	24	3	12	22	5	25	22	3
Mathematics	11	22	3	8	24	4	15	25	2
Science	8	22	4	4	24	5	5	27	2
History/social science	6	22	3	4	21	5	7	21	3

### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

**Suspension and Expulsion Rates**

Vandenberg MS			
	12-13	13-14	14-15
Suspension rates	7.9%	7.6%	7.9%
Expulsion rates	0.2%	0.0%	0.6%
Lompoc USD			
	12-13	13-14	14-15
Suspension rates	5.3%	5.3%	4.3%
Expulsion rates	0.2%	0.1%	0.1%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2014-15 School Year

##### Grade 7

Four of six standards	16.3%
Five of six standards	36.6%
Six of six standards	31.6%

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

### Adequate Yearly Progress Criteria

2014-15 School Year

	Vandenberg MS	Lompoc USD	California
<b>Met overall AYP</b>	Yes	Yes	Yes
<b>Met participation rate:</b>			
<b>English language arts</b>	Yes	Yes	Yes
<b>Mathematics</b>	Yes	Yes	Yes
<b>Met percent proficient:</b>			
<b>English language arts</b>	■	■	■
<b>Mathematics</b>	■	■	■
<b>Met attendance rates</b>	Yes	Yes	Yes
<b>Met graduation rate</b>	○	Yes	Yes

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

### Federal Intervention Program

2015-16 School Year

	Vandenberg MS	Lompoc USD
<b>Program Improvement status</b>	Not Title I	In PI
<b>First year of Program Improvement</b>	◇	2008-2009
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of Title I schools currently in Program Improvement</b>		11
<b>Percentage of Title I schools currently in Program Improvement</b>		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Vandenberg MS			Lompoc USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	63%	65%	60%	55%	56%	50%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	50%
All students at the school	60%
Male	67%
Female	56%
Black or African-American	45%
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	50%
Native Hawaiian or Pacific Islander	❖
White	75%
Two or more races	68%
Socioeconomically disadvantaged	46%
English learners	12%
Students with disabilities	11%
Students receiving Migrant Education services	❖
Foster youth	❖

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Vandenberg MS	Lompoc USD	California
English language arts/literacy	48%	41%	44%
Mathematics	37%	25%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 7-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	398	389	97.7%	22%	27%	37%	13%
Male		207	52.0%	27%	27%	35%	11%
Female		182	45.7%	17%	28%	38%	15%
Black or African-American		14	3.5%	14%	36%	43%	7%
American Indian or Alaska Native		4	1.0%	❖	❖	❖	❖
Asian		8	2.0%	❖	❖	❖	❖
Filipino		7	1.8%	❖	❖	❖	❖
Hispanic or Latino		191	48.0%	30%	30%	29%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		144	36.2%	13%	25%	45%	17%
Two or more races		21	5.3%	10%	24%	43%	24%
Socioeconomically disadvantaged		218	54.8%	29%	33%	29%	7%
English learners		45	11.3%	58%	33%	4%	0%
Students with disabilities		38	9.5%	58%	26%	5%	3%
Students receiving Migrant Education services		3	0.8%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	398	390	98.0%	25%	33%	24%	18%
Male		208	52.3%	25%	33%	23%	19%
Female		182	45.7%	25%	32%	25%	16%
Black or African-American		14	3.5%	21%	57%	7%	14%
American Indian or Alaska Native		4	1.0%	❖	❖	❖	❖
Asian		8	2.0%	❖	❖	❖	❖
Filipino		7	1.8%	❖	❖	❖	❖
Hispanic or Latino		192	48.2%	32%	34%	22%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		144	36.2%	17%	29%	26%	27%
Two or more races		21	5.3%	19%	24%	24%	33%
Socioeconomically disadvantaged		218	54.8%	32%	39%	17%	10%
English learners		45	11.3%	69%	29%	0%	0%
Students with disabilities		37	9.3%	59%	22%	8%	3%
Students receiving Migrant Education services		3	0.8%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	387	376	97.2%	26%	26%	34%	13%
Male		204	52.7%	30%	28%	29%	10%
Female		172	44.4%	20%	23%	39%	17%
Black or African-American		11	2.8%	45%	27%	27%	0%
American Indian or Alaska Native		1	0.3%	❖	❖	❖	❖
Asian		7	1.8%	❖	❖	❖	❖
Filipino		3	0.8%	❖	❖	❖	❖
Hispanic or Latino		187	48.3%	33%	28%	31%	7%
Native Hawaiian or Pacific Islander		2	0.5%	❖	❖	❖	❖
White		142	36.7%	18%	24%	36%	19%
Two or more races		22	5.7%	5%	32%	27%	36%
Socioeconomically disadvantaged		195	50.4%	37%	27%	28%	7%
English learners		46	11.9%	83%	17%	0%	0%
Students with disabilities		35	9.0%	74%	17%	6%	0%
Students receiving Migrant Education services		2	0.5%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	387	376	97.2%	38%	29%	19%	13%
Male		204	52.7%	44%	19%	20%	15%
Female		172	44.4%	31%	40%	17%	10%
Black or African-American		11	2.8%	64%	27%	9%	0%
American Indian or Alaska Native		1	0.3%	❖	❖	❖	❖
Asian		7	1.8%	❖	❖	❖	❖
Filipino		3	0.8%	❖	❖	❖	❖
Hispanic or Latino		187	48.3%	45%	29%	16%	10%
Native Hawaiian or Pacific Islander		2	0.5%	❖	❖	❖	❖
White		142	36.7%	30%	30%	23%	14%
Two or more races		22	5.7%	27%	23%	14%	36%
Socioeconomically disadvantaged		195	50.4%	49%	30%	11%	9%
English learners		46	11.9%	91%	9%	0%	0%
Students with disabilities		35	9.0%	80%	9%	9%	0%
Students receiving Migrant Education services		2	0.5%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

## Textbooks and Instructional Materials

Lompoc Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. The district held a public hearing on October 13, 2015, and determined that each school within the district has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Language, Health, and Visual/Performing Arts, for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Textbook Coordinator. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on state and district standards. The committee reviews instructional materials on the state list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for two weeks prior to adoption at the Lompoc Public Library for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Education for final adoption.

### Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	Houghton Mifflin (K-5)/CA Reading & Medallion Reading (Spanish version for Grades K, 1 & 2)	2003/2012
English language arts	Holt, Rinehart & Winston (6)- Literature & Language Arts	2002
Mathematics	McGraw-Hill (K-5) My Math c: 2014/ McGraw-Hill Mis Matematicas (K-3) c: 2015	2015
Mathematics	McGraw-Hill (6) California Math c: 2015	2015
History/social science	MacMillan/McGraw Hill (K-5)- Ca Vistas	2006
History/social science	Holt, Rinehart & Winston (6) – World History: Ancient Civilizations	2006
Science	MacMillan California Science (K-6)	2007
Language Development	EL Achieve Systematic ELD (K-6) (Supplemental materials)	2014

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Poor
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			9/29/2015
<b>Date of the most recent completion of the inspection form</b>			9/29/2015

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Interior</b>	MPR: asbestos flooring in poor condition. Work deferred until Summer 2016.	
<b>Cleanliness</b>	Portable T2: no exterior ground cover. Work deferred until Summer 2017.	
<b>Electrical</b>	Lounge: overhead light is missing light cover. Work order submitted October 2015. Room A3: exterior light on the middle of day. Work order submitted October 2015. Room C4: missing light diffuser, three broken diffusers. Work order submitted October 2015. Girls Locker Room: several fixtures out. Work order submitted November 2015.	
<b>Restrooms/fountains</b>	Bldg. G Boys Restroom: toilet seat broken. Work order submitted September 2015.	
<b>External</b>	Library, Rooms A4, B4, G2, H2, K1, J2, ext. Paint weathering. Work deferred until Summer 2016. (3) Parking lots showing heavy wear and weather damage. Work deferred until Summer 2016.	

## School Facilities

Vandenberg Middle School was built in 1959. School facilities span more than 137,000 square feet, and include classrooms, a multipurpose room, administrative offices, a fitness room, and storage rooms. Measure N modifications were completed in 2012. Major areas of the campus were cordoned off for infrastructure revitalization. Vandenberg Middle School staff and students operated alongside contractors as they worked on multiple construction projects. Some of the projects included the retrofitting of all bathrooms and the demolition of campus pedestrian paths, which were replaced with new concrete paths to accommodate IDEA compliance requirements. The facility strongly supports teaching and learning through its ample classroom and playground space.

**Maintenance and Repair:** Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule:** Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.



Egg Cars



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	2.0
Average number of students per academic counselor	399
<b>Support Staff</b>	
Social/behavioral or career development counselors	FTE 2.0
Library media teacher (librarian)	★
Library media services staff (paraprofessional)	1.0
Psychologist	0.4
Social worker	0.0
Nurse	✕
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.0
<b>Other</b>	
Military family counselor	FTE 1.0
Bilingual liason	1.0

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Lompoc USD	Vandenberg MS		
Teachers	15-16	13-14	14-15	15-16
With full credential	473	35	38	37
Without full credential	10	0	1	3
Teaching outside subject area of competence (with full credential)	13	2	1	1

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Vandenberg MS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Vandenberg MS	100.00%	0.00%
All schools in district	99.93%	0.07%
High-poverty schools in district	99.92%	0.08%
Low-poverty schools in district	100.00%	0.00%

★ The library media teacher is a district-wide position.

✕ Five schools including Vandenberg Middle School shares one full-time Registered Nurse (RN). One Licensed Vocation Nurse (LVN) is available 7 hours per day.

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Lompoc USD	Similar Sized District
Beginning teacher salary	◇	\$42,315
Midrange teacher salary	◇	\$66,451
Highest teacher salary	◇	\$85,603
Average elementary school principal salary	◇	\$105,079
Average middle school principal salary	◇	\$111,005
Average high school principal salary	◇	\$121,310
Superintendent salary	◇	\$189,899
Teacher salaries: percentage of budget	41%	39%
Administrative salaries: percentage of budget	6%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

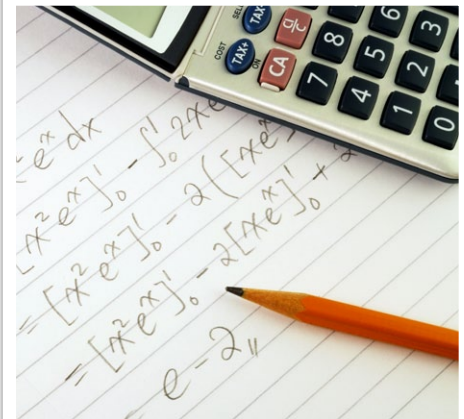
Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vandenberg MS	\$5,506	\$69,825
Lompoc USD	\$6,386	\$69,311
California	\$5,348	\$69,257
School and district: percentage difference	-13.8%	+0.7%
School and California: percentage difference	+2.9%	+0.8%

◇ Information is not available at this time.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,072
Expenditures per pupil from restricted sources	\$566
Expenditures per pupil from unrestricted sources	\$5,506
Annual average teacher salary	\$69,825



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

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## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcffa.asp](http://www.cde.ca.gov/fg/aa/lc/lcffa.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.