

UCSB Office of Campus Outreach Initiatives  
**Evaluation Case Study 2002**

# Lompoc High School

UCSB Partnership School

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Conducted with the support of the  
UCSB Chancellor's Outreach Advisory Board (COAB)  
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# Introduction

Lompoc High School's student population (about 1,700 students) includes a large proportion of Latino students (almost 50%), many of whom are English Language Learners (about 15%) and are socioeconomically disadvantaged (about 40%).

The Lompoc partnership located within Santa Barbara County involves two middle schools and one high school in a unified school district nestled among farmlands approximately 70 miles north of the city of Santa Barbara. Lompoc High School's student population (a total of about 1,700 students) includes a large proportion of Latino students (about 50% within the high school), many of whom are English Language Learners (about 15%), are socioeconomically disadvantaged (about 40%), and have parents who are migrant farm workers. Lompoc (LHS) is the lower performing (from a student achievement perspective) of the two high schools in its district, drawing from the elementary district within the city limits of Lompoc.

The following descriptive data demonstrate the challenges and strengths to which Lompoc High School and UCSB Outreach must dedicate their resources.

## Standardized Testing Data

The following table provides recent (2001) national percentile rankings for the average performance of students at LHS compared to students in the Lompoc Unified School District (LU) and students statewide (CA) in the Standardized Testing and Reporting (STAR) Program. (Note: Boxes shaded pink indicate high school rankings lower than the state averages; those shaded green indicate equal or higher rankings.)

Grade	Reading			Math			Language			Science			Social Science		
	LHS	LU	CA	LHS	LU	CA	LHS	LU	CA	LHS	LU	CA	LHS	LU	CA
9	29	38	35	54	61	54	47	55	51	45	49	45	39	46	45
10	27	35	33	45	49	47	35	42	41	47	51	45	36	41	38
11	31	42	37	47	52	50	41	50	47	45	50	45	49	57	57

Students in Lompoc High School show lower percentiles than district-wide or statewide rankings across almost all content areas except Science and 9<sup>th</sup> grade Mathematics.

These data indicate that, on average, students within Lompoc Unified High School District typically score above the state average on the SAT-9 in all grade levels and across all content areas. Students in Lompoc High School, however, show mean scores approximately four to eleven percentiles below the district averages across most content areas. One exception is in the content area of Science and 9<sup>th</sup> grade Mathematics where LHS students score on par with state averages.

Despite these low performances, over the last two years, Lompoc High School has made some scoring gains. The following table

shows Lompoc High School's 2000 data compared to their 2001 data for the SAT-9. The table below displays the change in percentages of students who scored at or above the 50<sup>th</sup> percentile.

Lompoc High School 2001 SAT-9 Comparisons 2001 vs. 2000: Percent Scoring At or Above 50 <sup>th</sup> Percentile										
Grade	Reading		Math		Language		Science		Social Science	
	2001	Change	2001	Change	2001	Change	2001	Change	2001	Change
<b>9</b>	28%	-4	52%	-3	50%	+6	40%	+5	39%	0
<b>10</b>	27%	+2	45%	+6	33%	+3	50%	+12	34%	+4
<b>11</b>	33%	+2	45%	-1	46%	+5	43%	+3	51%	-5

These data demonstrate that student progress in improving scores is inconsistent across content areas and grade levels. The most notable increases were seen in the areas of language and science and for 10<sup>th</sup> graders. Still, a majority of students remain below the normative score.

On the Academic Performance Index (API) scale of 200 to 1000, Lompoc High School's 2000 Base API was **586**, and their 2001 Growth API was **599** (meaning an increase in 13 points). While Lompoc High School successfully met their 5% school-wide improvement goal (including improvement for students who are socioeconomically disadvantaged), they failed to meet their comparable improvement target for white (non-Hispanic) students.

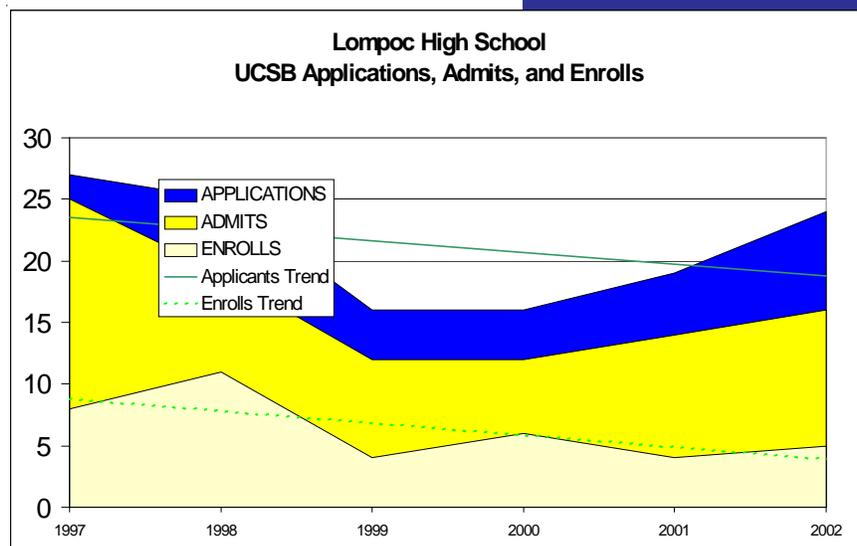
Thus, they are *ineligible* to receive the Governor's Performance Award. Lompoc High School's statewide decile rank is a **4**.

#### UCSB Admission Data

The graph at the right illustrates the comparative numbers of Lompoc High School students who have applied to, been admitted to, and enrolled in UCSB from 1997-2002.

Longitudinal trend lines indicate that application and enrollment trends show slight declines—particularly after a significant dip in 1999-2000, but recent numbers show moderate increases. In fact, the number of students admitted in the 2002 Fall Freshman class grew from 14 to 16—a 14% increase than the previous year, and LHS's admission rate was higher than the overall UCSB undergraduate mean acceptance rate (51%) at 67%.

Lompoc High School students have made moderate gains in their language and science testing scores over the last two years. In addition, the 10<sup>th</sup> graders have improved across all content areas.



LHS' UCSB Freshman admission rate for Fall 2002 was **67%**.

**Interviews were conducted with 3 Lompoc High School students, 2 high school teachers, 1 middle school teacher, 2 high school counselors, 1 middle school counselor, the high school principal, a middle school principal, a community-school liaison, and the school site coordinator.**

Overall, the descriptive data above demonstrate high poverty rates, historically low standardized testing performances, and low eligibility rates for the students of Lompoc High School. Despite these risk factors, UCSB Outreach, in partnership with the Lompoc High School community, have seen recent gains in performance indices and UCSB enrollment. What has contributed to these rebounds in performance—and what more can be done to continue these positive trends—are the focal points of the interviews and surveys conducted with Lompoc High School teachers, counselors, administrators, and students as described in the case study below.

## Methodology

In order to share the perspectives of the Lompoc elementary and high school districts' students, teachers, and administrators, interviews were conducted by the Evaluation Coordinator of Campus Outreach Initiatives. Individuals interviewed included:

- 3 high school students
- 3 high school administrators/counselors (the Interim Principal and two school counselors)
- 2 middle school administrators/counselors (a Principal and a counselor from two feeder schools)
- 2 high school teachers (including mathematics and science)
- 1 middle school teacher
- 1 high school bilingual school-community liaison
- 1 UCSB Outreach Site Coordinator (responsible for middle school and high school outreach activities).

The semi-structured interview protocol included questions about the breadth and adequacy of the UCSB Outreach Programs, the nature of the school-university partnership, outcomes associated with outreach, and goals/expectations for future outreach activities. Overall, the participants shared some unique perspectives about the context of outreach, but recurring themes and issues emerged from the interviews that offer insight into the true character of the partnership, personal experience with outreach activities, and ongoing support for continued collaboration. These trends that emerged within the interview data are described in the following pages.

## Findings

### *How UCSB Outreach Meets Lompoc High School's Needs*

Over the last year students, teachers, counselors, and administrators from Lompoc High School have taken advantage of the resources UCSB Outreach program have offered. For example, UCSB

School-University Partnerships, Early Academic Outreach, and Office of Campus Outreach Initiatives have sponsored multiple LHS outreach activities during 2001-2002, including: (a) interdepartmental dinner meetings and math articulation lunch meetings; (b) specialized professional development opportunities including the IIMPaC (“Inquiry, Inservice workshops, Models, Practice, and Coaching”) writing project, UCSB Partnership School principal meetings, a math department (“Licorice Lab”) presentation, a faculty/staff retreat at Casa Maria, and other California Subject Matter Project events; (c) guest presentations and conferences such as AVID training, “Teaching in the Heterogeneous Classroom” by Jeannie Oakes, “Tools for Teaching” by Fred Jones, “Effective Schools” by Pat Davenport, and “Framework for Understanding Poverty” with Freta Parkes; (d) academic development opportunities including classroom presentations and UCSB campus visits; and (e) an LHS school site coordinator to supply college counseling, guidance, application support, and coordination for outreach activities.

Overwhelmingly, the students who participated in the interviews endorsed and lauded the support of Ms. Nicole Wong as LHS site coordinator. In her role, Ms. Wong has provided the students with clear and accurate information about financial aid, college preparatory courses, testing requirements, and college opportunities; unceasing encouragement; individualized attention; and personal counseling. One student testified, “She’s wonderful! Before I knew her, I didn’t think I’d go to college or even qualify.” Now, this sophomore has taken classes at Allan Hancock Community College, participated in summer programs, been on trips to visit UCSB, and researched financial aid information to be prepared for college. Another student, currently a junior, “hadn’t even considered college.” Then he participated in EAO in 8<sup>th</sup> grade, including a day-long campus visit to UCSB. On the visit, the students attended seminars, social mixers, and met with college undergraduates. It was his “first college experience, and it kind of inspired me to go to college.” In his sophomore year, he applied to a one-week summer program at UCSB that included SAT preparation, recreational activities, and residency in the dorms. Ms. Wong had encouraged his participation in this program, and she continues to send him and others reminders about opportunities available to them for their college preparation.

Ms. Wong has also helped all of the interviewed students with the critical task of scheduling college-preparatory coursework. One claimed, “I wouldn’t have known which classes to take without her. I’ve taken all kinds.” She recommended a specific English class at the local community college for one student, and she showed another

**“[Nicole Wong, site coordinator] is wonderful! Before I knew her, I didn’t think I’d go to college or even qualify.”**  
--Lompoc High School Student

**“I wouldn’t have known which classes to take without [Ms. Wong].”**  
--Lompoc High School Student

**“If Nicole wasn’t here, I don’t know what I’d do... Nicole is like a college encyclopedia.”**  
-- Lompoc High School Student

**“Nicole is worth her weight in gold.”**  
-- Carnell Edwards,  
LHS Interim Principal

**“In terms of the partnership, what Nicole does is the most valuable for us. We’re so happy she does what she’s doing!”**  
-- Gary Miller,  
LVMS Principal

the Web site with UC-approved courses so that he could “guide himself.” Most importantly, one student reported that Ms. Wong “supported and encouraged me to maintain hard work. I’ve taken two advanced courses this semester, and I’ll take four next year.” According to the students, the Lompoc High School counselors don’t necessarily have up-to-date or accurate information about college requirements or financial aid. With Ms. Wong’s network at UCSB, “she has people she can call on campus” to get the students the most current and precise information. For example, with the new “G” requirement (in the A-G course requirements for UC eligibility), there are currently only a few art classes at Lompoc High School that qualify, and the students contended that the counselors were not informed about which ones met the guidelines. Ms. Wong assisted one student in confirming that an art appreciation class he took at Allan Hancock College would meet the “G” requirement. He claimed, “If Nicole wasn’t here, I don’t know what I’d do... Nicole is like a college encyclopedia.” Another added, “She does what the counselors do and more. She’s the counselor for everyone that’s on a college prep track.” All of the students attested to the fact that Ms. Wong “knows more about financial aid and has a direct connection to the university.” Most importantly, “the high school counselors are really busy.” While the students believe that the counselors find it difficult to provide all of the information and attention they need, Ms. Wong gives them individualized attention, visits their classrooms, provides their parents with information and encouragement, and ensures they have the latest news about college requirements and outreach support services. Ms. Wong explained herself that “students come to me for different reasons—not just for academic help but emotional reassurance and confidence building. I validate them as people.” While the high school counselors provide them with technical information, “I want to make connections with them so they’re not just applying to a school but applying to a place where as an individual, they can make a contribution.” In this way, Ms. Wong hopes that she is not only providing them with accurate information but also helping them to use and accept it appropriately. She works to “recognize them as individuals and for their personal qualities—regardless of what school they go to.”

Many of Ms. Wong’s colleagues confirmed this depiction of her contributions, adding their own high regard and respect for her as well as her support and guidance of the Lompoc students. The interim principal, Mr. Carnell Edwards, testified that “Nicole is worth her weight in gold!” And Mr. Gary Miller, Lompoc Valley Middle School (LVMS) Principal, claimed, “In terms of the partnership, what Nicole does is the most valuable for us. We’re so happy she does what she’s doing!” He reflected on his first introduction to Ms. Wong as a newly-hired site coordinator to

replace the previous one who had resigned. “In three months, she had me sold,” he said. “She has done an absolutely magnificent job.” Despite the fact that Ms. Wong experienced a lot of resistance at the high school, Mr. Miller recognized the fact that “she put up with it and kept plugging away. She broke down a lot of barriers. She has convinced students ‘You can go to college. It is do-able.’ Anyone who does that is a real plus!” In her role, Ms. Wong “speaks to a lot of classes, speaks to kids individually, and attends many parent workshops and meetings. Every opportunity where she can talk, she’s there.” Mr. Miller has invited her to make presentations to parents at Back to School nights that include information about planning for college. In addition, Ms. Wong visits the 6<sup>th</sup>-8<sup>th</sup> grade classrooms at LHS’s feeder schools, introducing the UCSB outreach programs, forming lunch-time “student EAO clubs” (that include college information and activities), and encouraging the students to plan for college and attend the Junior High Conferences and campus visits. Andrea Grinnell, LVMS AVID Coordinator, described Ms. Wong’s work as “low keyed but amazing,” and the activities and questions with which she engages the middle school students “are a real eye opener to the kids. No one else is really talking to them about college. Teachers do, but the students don’t care what teachers say.” She has overheard Ms. Wong address the students about four-year universities including UCSB, the challenges of remaining in a two-year college while employed, individual learning styles, and opportunities at private universities. In addition, Ms. Grinnell described Ms. Wong’s efforts to inform parents about outreach and college opportunities at various parent nights and events at the school. She believes strongly in Ms. Wong’s efforts to work with parents “who have hopes and aspirations for their kids but don’t know how to put them in place.”

Rose Montes, Lompoc High School’s Bilingual School-Community Liaison, offers assistance to parents, students, teachers, and administrators in many ways, including: (1) working with Spanish-speaking families to coordinate events (such as parent and college conferences); (2) acting as a translator for families in their interactions with the school and community; (3) contacting parents to discuss classroom concerns; and (4) advising the students’ MECHA club to assist with event coordination, motivation, hosting guest speakers, and raising funds. Because she has shared an office space with Ms. Wong and has worked closely with her, Ms. Montes is very familiar with the work of the Early Academic Outreach Program (EAOP). Nicole, she said, “makes her presence well known. She’s everywhere.” She provides support for the students as well as for Rose in her position by supporting the English Learners Advisory Committee (ELAC), helping to coordinate events such as the annual conferences, and providing information. Nicole is “there on the front

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--Andrea Grinnell,  
LVMS AVID  
Coordinator

**“Students are constantly coming in [our office], and Nicole takes them under her wing.”**

--Rose Montes,  
LHS Bilingual School-  
Community Liaison

**“Once we educate parents, they are full of enthusiasm... Parents are so happy and grateful to have information.”**

--Nicole Wong,  
LHS Site Coordinator

**“Teachers feel empowered now. They’re not alone trying to meet the challenges of the State standards and developing curriculum.”**

--Gary Prucha,  
LHS Counselor

lines helping” and “always has answers” to assist Ms. Montes and the students.

According to Ms. Montes, EAOP meets the needs of the school because “counselors are so busy dealing with multiple issues, sometimes they don’t have time to focus on university and college.” Nicole acts as a “great person for the students to turn to” when they need college information, testing information, assistance on their applications and forms, and someone to call the College Board or university for information or advocacy on their behalf. “Students are constantly coming in here,” she said, “and Nicole takes them under her wing.” In addition, Ms. Wong co-coordinates and supports the annual college conference they host in November with ELAC for Spanish-speaking families and the annual parent’s conference held in March. The ELAC college conference this past year hosted about 200 people (including all Spanish-speaking families). It was coordinated with Allan Hancock, Cal Poly, as well as UCSB. For the parent’s conference coordinated through the Santa Barbara County Education Office, Ms. Wong participated in months of planning on a committee and helped to organize, set up, clean up, and volunteer at the event. This past year, this tri-county event hosted about 500 English and Spanish-speaking families with both English and Spanish workshops focused on the theme “Parents are Teachers Too.” Furthermore, Ms. Wong herself described other efforts she has made to increase the college-going culture among Lompoc families. She has presented at the PTA college seminar and the American Association of University Women’s conference hosted on the high school campus for girls in grades 6 to 12. The cumulative result of all of these efforts, she hopes, will increase the equity of opportunities available to all students regardless of gender or ethnicity. In regards to parents, Ms. Wong said, “Once we educate parents, they are full of enthusiasm. The college-going numbers will balloon and be more than I can handle, I hope. Parents are so happy and grateful to have information.”

Teachers, counselors, and administrators alike in Lompoc recognized the valuable assistance of the professional development offered by UCSB’s School-University Partnerships (SUP) and California Subject Matter Projects. Lompoc High School Head Counselor, Gary Prucha, claimed, “Teachers feel empowered now. They’re not alone trying to meet the challenges of the State standards and developing curriculum.” About one third of the English Department, he estimated, participated in the South Coast Writing Project’s IIMPaC program (“*Professional Development through Inquiry, Inservice Workshops, Models, Practice, and Coaching*”). In addition, the Math Project, Science Project, and Math leadership group have a strong presence on campus. Betsy

Villalpando, LHS Science Teacher, acknowledged that as a result of her participation in the Writing and Science Projects, she implements more hands-on activities, group research, and writing assignments that the students really enjoy. In addition, her experiences with the Partnership have influenced more communication and knowledge in her classroom about college deadlines, financial aid, and opportunities. Sarah Barthel, LHS Math Teacher, concurred, affirming that through their professional development work and modeling, Harvey Green (from the IIMPaC project) and Kelley Baeza (Assistant Director of School-University Partnerships) have given her confidence “to try new ideas without much fear. They have encouraged me consistently and inspired me.” Ms. Barthel described the collaborative teaching day she had with Ms. Baeza earlier in the year. Despite the fact that the logistics and planning of the day were not well executed through her math department, Ms. Baeza did her best to assess Ms. Barthel’s curriculum and to prepare a lesson that fit in with her aligned, sequential plans. In fact, Ms. Barthel conceded that the lesson Kelley delivered in her classroom was really “five chapters beyond them.” Ms. Baeza extended the curriculum enormously, and to Ms. Barthel’s amazement and delight, “the students followed it!” In all, Ms. Barthel particularly enjoyed Kelley’s engagement with her SDAIE (Specially Designed Academic Instruction in English) classes. She spoke Spanish with them impeccably, shared an easy and fun manner, and established good rapport with the students. Ms. Barthel commented, “The speed of the language needs to be considerably slower for SDAIE students, who may still be translating to themselves, but still at a *high* thinking level. [Kelley] was a really good model for me. It challenged me to do more.”

Another example of beneficial professional development was provided to Ms. Barthel from Harvey Green. He visited her Honors class after lunch—when the students are especially excitable. Through Mr. Green’s modeling, Ms. Barthel learned that “it’s OK to let them be a little crazy. As long as they’re working, it doesn’t matter.” She believes that Harvey helped her to “let the reins loose and put more responsibility on [the students] to learn.” Furthermore, he helped her to “think on my feet and be flexible.” Although they carefully plan steps to guide the students through a lesson, often the students skip steps—forcing Ms. Barthel to immediately adapt her curriculum. Mr. Green helped to support Ms. Barthel in letting the students pace the instruction. In addition, on a collaborative lesson delivered by Mr. Green on how to write a research paper, she saw great success in the students’ papers who were in class. Those students who were absent that day did not achieve at the same level—and this was a good lesson to all of them that Mr. Green’s contribution was substantive—not just an “easy”

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**--Sarah Barthel,  
LHS Math Teacher**

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--Carnell Edwards,  
LHS Interim Principal

day. In all, Ms. Barthel attributed great learnings to the work of Mr. Green and Ms. Baeza including her newfound ability to take the lead from her students, to assess when they are ready to move on, and to incorporate past learning into new curriculum concepts.

Middle school teachers, too, benefited from UCSB’s Partnership and dedication to professional development. Mr. Gary Miller, LVMS Principal, talked about his appreciation that the program sent five teachers to Fred Jones’ training, including four new teachers who were experiencing disciplinary problems in their classrooms. This training was very effective (“One teacher came back with 15 pages of notes!”), and the teachers, he believed “learned *a lot*.” Because the training was costly, Mr. Miller especially valued the support of School-University Partnerships. “I couldn’t have sent them without SUP.” As a result, “more teaching and learning takes place” in the teachers’ classrooms, which he described as much more orderly.

Finally, high school administrators and counselors described two additional aspects of UCSB Outreach that greatly enhanced their work at LHS. Counselors Gary Prucha and Virginia King applauded the efforts of Upward Bound on their local campus. The students, they said, who attend the summer program “come back hyped and quite motivated.” The Upward Bound tutoring program is also effective, they believe, because it is scheduled after school and does not compete with the school day and the students’ demanding course schedules. Principal Edwards declared that “the Partnership arena has been very good to Lompoc High School. It has brought the university closer to Lompoc and raised the awareness of staff and students to opportunities at UCSB.” In particular, Mr. Edwards has appreciated the efforts to share data and data analyses. In this way, the Partnership has “used its expertise to give objective information about the school’s accomplishments regarding A-G, dropout rates, grade distributions, number of students taking the SATs, and the progress of ELL students.”

#### *How the Lompoc High School-University Partnership is Characterized*

According to at least one administrator, the formalized Partnership between UCSB and underperforming schools in the area was a long-awaited, long-overdue relationship. Gary Miller, Lompoc Valley Middle School principal recalled, at his appointment as principal about seven years ago, commiserating with the superintendent that although Cal Poly San Luis Obispo was to the north and UCSB to the south of Lompoc schools, there was not much contact from the universities. He would complain, “I know this isn’t Shangri-La, but you do have college-bound kids here. Wouldn’t it be wise for

colleges to be here?” In his hometown up north close to Chico State, he remembered a constant presence of the university at the high school. “But we never heard from anybody until Tom Ostwald [Director of School-University Partnerships] showed up. Now I’m going to all sorts of meetings, and it’s great. By having meetings and showing up, it shows you have interest. Traditionally, we’re out of the loop. No one cares about middle school, but the direction for college starts *here*.” Mr. Miller asserted that it is difficult to get community leaders to come to middle schools to speak with their students, “but this is a real active Partnership,” and they are happy with the attention. So too is one of his staff members, Ms. Grinnell. She recognized UCSB as a “very established institution” with a stature and reputation that helps to convince the school that the partnership efforts are “not a fly-by-night operation.” UCSB also offers the middle school faculty credit courses for new and credentialed teachers, and she believes our presence on campus is more frequent than that of Cal Poly’s.

A different perspective of the partnership emerged from the teachers and counselors at Lompoc High School. While staff recognized that the university is responsive to teacher needs and priorities and implements collaborative teaching models that align with their lessons, the teachers also saw a need for clearer communication and delineation of expectations in the Partnership program. Ms. Barthel, LHS Math Teacher, recommended that personal letters be sent to the high school faculty rather than relying on department chairs to pass on information about professional development opportunities. Even though plans were solidified 2-3 months in advance with department chairs for collaborative teaching in math with Kelley Baeza (SUP Assistant Director), for example, the teachers were only informed of her visit the day before. Most teachers were left wondering, according to Ms. Barthel, “Who is this person, what is she doing, and *why*?” She felt that the rest of the faculty were reluctant to take advantage of Ms. Baeza’s skills and experience—and reluctant to learn new ideas since “they feel like they’ve already tried everything.” Betsy Villalpando, LHS Science Teacher and School-University Partnerships Teacher Liaison, recounted how the Partnership began with lots of excitement and aplomb, but then petered out at the high school. In fact, a prominent university professor in the UCSB Engineering Department visited the campus and then encouraged two colleagues from the Geology Department to present their work on the high school campus. The two-hour lecture to about 100 Lompoc High School students was quite successful, in Ms. Villalpando’s opinion, and generated enthusiasm for similar presentations in other academic fields, but “then we never heard from [the professor] again.” Similarly, the professional development efforts started out well, but as a teacher liaison of the

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**--Gary Miller,  
LVMS Principal**

**Some LHS teachers described how the Partnership started out with lots of excitement and aplomb, but then petered out.**

**LHS Teacher Liaison Betsy Villalpando believes that liaisons must be provided with more clear direction and guidance about their roles in the Partnership.**

**“[The UCSB Partnership] met with the wrong people-- the district people who are not in the field, so implementation does not work.”**

**--Gary Prucha,  
LHS Counselor**

program, Ms. Villalpando believes that she never received proper training or consistent information about UCSB’s expectations for her role. In fact, she believes that she was hired as a liaison under a different pretense than she was originally presented. This lack of communication and clarity—as well as a dearth in departmental leadership to support professional development efforts—has put the Partnership in jeopardy of staff ambivalence and doubt

Indeed one of the most difficult concepts with which Ms. Villalpando struggles in her liaison role is the lack of structure to the program. “UCSB gave us freedom and money, but we’re trained to be focused on *deadlines*.” Ms. Villalpando would like to see more details about what the program coordinators expect and procedures for getting things done. The liaisons were never given clear direction or guidance. For example, they were asked to coordinate dinner meetings so that departments could meet quarterly. Because the logistics were so complicated and the reimbursement processes delayed for the first meetings, most of the departments did not meet more than 1-2 times. Ms. Villalpando believes that a specific outline for these meeting agendas would be very helpful for next year. More communication about specific topics to address in the dinner meetings would also provide the guidance she needs to facilitate their effectiveness and build true partnership. According to Ms. Villalpando, however, when communication does occur, the university asks, “Where do you see depletions? How can we help?” She does acknowledge that UCSB’s Partnership efforts listen to what the LHS faculty want in terms of school-centered and student-centered outreach services.

LHS Counselors Gary Prucha and Virginia King offered dissenting opinions and critical appraisal of UCSB’s partnering. In response to the question about the Partnership’s characterization, Mr. Prucha recommended, “Well, when you offer to be a ‘partner,’ you need to first find out about what the school actually does.” When the UCSB Partnership was brought to the campus, he believes that “UC didn’t care what was already being done.” The counselors, however, felt that they had developed and implemented a good program with increasing numbers going to college. The UC efforts could provide an *enhancement* to their program, but they do not believe that outreach should be organized as a *substitution* of the school’s ongoing and effective efforts. In fact, Mr. Prucha reflected on the history of the Partnership’s beginnings and said he “never heard about opportunities to have input” into the program. While he had heard that “something was coming from UCSB,” he asserted that the program coordinators “met with the wrong people—the district people who are not in the field, so implementation does not work.” As an example, the counselors cited the Partnership’s recent

invitation to the UCSB Partnership Schools' principals to attend the Pre-College Coordinating Council (PCCC) meeting at UCSB. According to them, this is a classic "top-down" approach that does not encourage buy-in from the teachers and counselors at the schools who directly work with the students. Furthermore, Mr. Prucha believes that the school site council dictated what the Partnership program would accomplish in the school plan. It was directive and not inclusive of the entire school personnel. Finally, Mr. Prucha and Ms. King said that the school typically takes a "wait and see" attitude about UC's involvement. "You've been here many times, and your programs are offered often." While the Upward Bound's program has sustained itself the longest, the counselors have more skepticism about the longevity of the Partnership program. "I've had promises before," Mr. Prucha said. "When programs lose money or staff move on to other positions, the continuity is interrupted, and it disrupts the school." In addition, whereas personnel have remained at the high school for a long time, "your turnover is high," and this adds to the disruption of efforts. Ms. Villalpando concurred, attesting to the fact that it's difficult for school personnel to believe the university is committed for the long term. She said that the overall conviction is that "the pendulum will swing," yet she personally believes that "our staying power can prove us out." She cautioned the Partnership, "If it doesn't work, don't give up. A year is not enough when you are trying something new."

#### *Outcomes Attributed to UCSB Outreach Activities*

Despite difficulties in implementation, administrators and teachers in Lompoc attributed a number of positive outcomes to the investment of time and opportunities provided by UCSB Outreach in partnership with the high school and middle schools. First and foremost, students, parents, and teachers are better informed of college pathways, A-G requirements, testing requirements, and financial aid options. Counselors Prucha and King believe that Ms. Wong's presence on campus has "significantly increased student awareness. The kids ask more questions." This has impacted the college-going culture of the school, they declare, and the students know that "UCSB is *here*." Ms. Montes agreed, observing that student access to information and services has increased across grade levels. "I see a lot of traffic in [our office at the high school] inquiring about whether they are on college prep track. What's more, middle school students come in now knowing what classes they need." The incoming 9<sup>th</sup> graders, she confirmed, have already been served by the EAO Program in their middle schools, they have been to UCSB on campus tours, and they have been exposed to the other outreach programs such as AVID. "They are coming in at a younger age with eyes open to the opportunities UCSB offers." Ms. Grinnell, a middle

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--Betsy Villalpando,  
LHS Science Teacher

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LHS Bilingual School-  
Community Liaison

**“This is a small school, and we know the kids who just need a little push, a little encouragement. Any positives we can give them are important, and this [outreach program] is definitely a positive.”**

**--Lauren Pressman,  
LVMS Counselor**

**UCSB Outreach programs have increased Lompoc student, parent, and teacher awareness and expectations about college.**

school teacher, agreed, and she described how teachers at Lompoc Valley Middle School now more frequently say to students, “*When* you go to college...” rather than “*If* you go to college...”. In addition, there are currently 32 students enrolled in their AVID program in the 9<sup>th</sup> grade—and that is almost double last year’s enrollment. Ms. Grinnell said, “Nicole [Wong] has made an impact on these kids.” Her “college club” usually draws about a dozen students at lunch, and Ms. Pressman saw similar success at El Camino Middle School with their 6<sup>th</sup> through 8<sup>th</sup> graders. She described the increase in student morale as a result of the “Tuesday lunch meetings” with Ms. Wong, where they share in activities and question-and-answer sessions. “The kids share a sense of importance, and a lot of these kids struggle with self esteem. They are excited and look forward to it.” She continued, “This is a small school, and we know the kids who just need a little push, a little encouragement. Any positives we can give them are important, and this [outreach program] is definitely a positive.”

The UCSB Outreach Programs have also impacted the number of students sitting for standardized tests and the expectations of students and parents. In the past, Ms. Montes said that Lompoc High School students would sometimes “miss the boat on testing,” but now Ms. Wong provides them with a calendar of testing administration dates, information about fee waivers, and assistance with their testing applications. “She makes sure that the kids are signed up!” Ever since Nicole Wong has been placed in their school, Ms. Montes perceives that student ambitions have been higher. “Now there is more emphasis on the university, and the students are getting more competitive.” While she regrettably recognized that there were still low expectations among some school staff that “many of the kids will go into blue collar jobs,” she was encouraged that some have changed their attitude, little by little. To her own credit, Ms. Wong believes that she has supported more students this year in applying to UC and more students in taking college prep courses. Teachers have referred more students to Ms. Wong, and more teachers have asked her to come speak to their classes. She has been responsive in addressing the concerns of the district—particularly the registration process from middle school to high school—by answering college-oriented questions for parents and students alike. In addition, the concepts of “college prep” and “A-G” are now more prevalent in the minds of students and school staff, and more parents call Ms. Wong inquiring about college. In fact, as a presenter in the English Learners Advisory Committee (ELAC) meetings, Ms. Wong has witnessed more Spanish-speaking families asking questions about college, too. Based on the information she presented at parent events, they have inquired about their students’ schedules to ensure their children are in college prep classes. “Why is my son in this

class when he should be in *this* class?” they more frequently ask, demonstrating increased knowledge and empowerment.

In addition, the professional development activities of the School-University Partnerships and California Subject Matter Projects have offered Lompoc teachers more effective teaching strategies in their classroom, college information (including posters of UC-approved college preparatory courses displayed in classrooms), and increased connections to the university. LHS Counselor Gary Prucha declared, “My sense is... that a large number of the faculty feel better about themselves and feel more empowered. The teachers feel connected with the university.” This connection with the UCSB Subject Matter Projects, in fact, was described as a “life-long” association that would remain with the teachers’ identities throughout their career.

Most teachers and administrators at LHS described this connection to the university as personified by the excellent coaching and collaborative teaching models delivered by UCSB School-University Partnership staff Kelley Baeza (in mathematics) and Harvey Green (in the IIMPaC Project). Ms. Barthel, LHS math teacher, described how Harvey Green, as IIMPaC’s master teacher and director, communicated at great length with teacher participants and organized frequent meetings at Allan Hancock Community College. These meetings included seminars on literacy strategies that the teachers could practice with each other and then use in their classrooms across content areas. The collaborative structure was very suitable for working with her colleagues, Ms. Barthel believed, and it also gave them hands-on experience with the lesson tools and “team teaching” experiences. Her experiences with Ms. Baeza in the classroom demonstrated the higher standards to which her students (particularly the Spanish-speaking students) could rise. Ms. Villalpando, LHS science teacher, similarly described her experiences with the Partnership as influencing more hands-on activities, group research, and creative writing assignments in her classroom curriculum. Furthermore, science teachers were motivated to examine course enrollment data highlighted by UCSB’s Science Partnership through School Innovation program in terms of gender and ethnicity of the students in their classes (particularly the AP and Honors courses). These data, as compared to the demographics of the school, have helped the department to measure their abidance to the principles of equity and diversity, as consistently promoted by various UCSB programs. Ms. Villalpando hopes to continue this work through the UCSB outreach partnerships.

#### *Additional Suggestions for Improvement of UCSB Outreach Activities*

Without a doubt, one of the most frequent suggestions across

**“My sense is... that a large number of the faculty feel better about themselves and feel more empowered. The teachers feel connected with the university.”**  
--Gary Prucha,  
LHS Counselor

**A common suggestion to improve the UCSB Outreach programs was the need to integrate further Nicole Wong into the fabric of the school**

**“[Nicole’s] services are extremely valuable to our students, and we are not fully taking advantage of the services..”**

--Rose Montes,  
LHS Bilingual School-  
Community Liaison

participants in the interviews was the need to integrate further Nicole Wong into the fabric of the school—within the high school counseling team, within the consciousness of the teachers, within the itineraries of middle school events, and within the resources available to students and their parents. For example, Ms. Villalpando recommended that Ms. Wong continue to talk with all students at all grade levels—perhaps by visiting their English classes since that is a yearly requirement for all students. An especially helpful component of these classroom visits would be pre-packaged folders for the students and legible overheads in a large enough font to be read in the back of the room. But Ms. Wong’s quest to provide these kinds of services have been challenged by perceptions on the LHS campus about her distinct role, the counselors’ roles, and possible duplication. While the counseling staff and Ms. Wong both provide information about college and academic development opportunities, Ms. Wong is in an unique position to provide *supplemental* services to students. With an advanced degree in confluent education, Ms. Wong places a strong priority on developing the students’ self esteem and the parents’ affective readiness to send their children to college. She said, “The college process is about comfort, needs, desires, and weaknesses. I help kids explore those aspects.” While the district administration and current principal of the high school support her work wholeheartedly, Ms. Wong’s impact has been curbed by other means. For example, her presence has been discouraged in the classrooms unless teachers invite her directly, yet efforts to publicize her services to the teachers have also been thwarted. Her office mate, Rose Montes, recognizing the tension and frustration declared, “It would be nice to see [Nicole and the counselors] working together in planning events and sharing ideas. [Nicole’s] services are extremely valuable to our students, and we are not fully taking advantage of the services.”

In contrast, the high school counselors explained that because Nicole Wong’s job description was never made clear, it has been difficult to combine their services with her services. “What is her role? What are her goals and objectives?” According to their perspectives, the counseling staff is currently “working on developing a collaborative relationship.” While concerns about her integration into the counseling team have been expressed (“to their surprise”) in staff meetings, they do note that she has been included in LHS’s Open House events and in the 8<sup>th</sup> grade Open House.

Middle school teachers and administrators suggested that the Partnership could be facilitated with an orientation and coordination of the EAO activities on her campus. The students, parents, and staff need to know “what’s available, the focus, and the resources”

of the program. In addition, the parents need to hear more details such as: “We’re here to support you, and this is the way we can,” with a focus on financial information. Ms. Grinnell, for example, reflected on an experience she had with a good student from a migrant farming family. When he heard about the costs of a college education, “he just paled at the financial obligation.” When Nicole Wong counseled him on scholarship opportunities, she was able to calm his concerns—allowing his dream to go to college to continue. In addition, the students identified to participate in EAO need to be provided with additional activities to strengthen their group identity and affiliation, believes Ms. Lauren Pressman, El Camino Counselor. “Couldn’t there be some other formalized EAO follow-up throughout the year?” For instance, Ms. Pressman recommended that they be invited to a meeting “in mass” with all of the other middle school participants and with UCSB alumni. She encouraged UCSB to plan something in the spring to congratulate and recognize the EAO students. This may help to instill further the importance of attending college, as too would additional campus visits. Ms. Grinnell, from LVMS, asked UCSB to increase the number of field trips offered and the number of students invited to attend because “one of the best things is for kids to see a campus—to be able to get a feel for classes, not just see the bookstore.” She cited the fact that *all* of the 7-8<sup>th</sup> grade students who participated in the annual trip to Cal Poly “used to want to go *there*.” They would get so excited by the college atmosphere, and the campus visit was a great motivator. More kids were included in the trip to Cal Poly—EAO-eligible as well as California Junior Scholarship Federation (CJSF) students. In the same vein, Rose Montes of LHS encouraged UCSB to fund more students to go to the summer institutes like the Discovery Program. She recognized that UCSB has “wonderful programs, but they are way too costly for our students.” Many of the families in Lompoc are low income, and there are few slots available for financial aid or scholarships for these programs. Ms. Montes acknowledged that “UCSB already does so much,” but she would like to see the access increased in these summer programs.

Lompoc teachers and administrators also requested more and extended professional development that respects the schedules, priorities, and needs of the high school and middle school teachers. Principal Miller asserted that his math department at LVMS was in “desperate need” for training: there are no credentialed math teachers on his staff, and the SAT-9 scores continue to decline. As a result, he has made his expectations for improved scores quite clear to the staff. The teachers, he described, “are out there on their own island, and I think they’re pretty scared.” He acknowledged the stress they are under to increase their efforts, but he believes he must stick to the accountability measures, a focus on results, and change of focus

**Middle school teachers suggested that EAO students need a stronger sense of group identity and affiliation.**

**Lompoc teachers and administrators want more professional development that does not pull the teachers out of class.**

**“Teachers are frustrated with the days required of them to be out of class.”**

--Betsy Villalpando,  
LHS Science Teacher

**LHS Counselors strongly encouraged UCSB to host a college fair on the high school campus with representatives from other UCs, CSUs, and private schools.**

to math achievement that he has initiated. Interim Principal Edwards, too, encouraged that the Partnership provide more cognitive/peer coaching models for teachers, citing the excellent work of Harvey Green and Kelley Baeza. “Timing is important, though,” he contended, “and pulling teachers out of class [for inservices] needs to be coordinated and set from the beginning.” He recommended that the Partnership have a consistent plan of action, utilize after-school hours, clearly establish their goals, and communicate well about their strategies. The models should include, he recommended, effective delivery of innovative lessons, observation, helpful feedback, and an evaluation process. His science teacher, Betsy Villalpando, agreed, suggesting that summer meetings with stipend support for teachers could improve opportunities for articulation between departments and with the middle schools. “Teachers are frustrated with the days required of them to be out of class,” she confirmed, and they struggle to have the energy to be innovative in their classrooms, to articulate with colleagues, to examine equity matters, and to reflect on other issues in their profession. Ms. Barthel underscored her comments, emphasizing that most teachers, especially AP teachers, would prefer Saturday or after-school opportunities because “the substitute teacher situation is so bad, they have asked me to cover during my prep period.” It would be close to impossible, she affirmed, to take the math teachers out for an entire day of professional development. “You need teacher buy-in,” emphasized Ms. Pressman, El Camino counselor, “and they need to understand why you’re doing what you’re doing.” She cautioned that the university also needs to be sensitive to middle school teacher priorities, their guardianship of their class time, and their overwhelming schedules.

A suggestion of high priority to the high school counselors is that UCSB host a college fair on the LHS campus. Both Mr. Prucha and Ms. King encouraged that the university use its resources and influence to attract college representatives from other UCs, CSUs, and private schools. “We don’t have enough clout to attract people here,” they acknowledged, but the students and the community need this kind of “powerful” event. An LHS student, in fact, explained that their community has “low income families who don’t have college as a high priority. It’s mainly up to the kids.” Although some students have parents who are currently attending college or have graduated with degrees, the students believe that all parents need information about financial aid, college, and the routes to higher education. They also recognized that so many seniors at Lompoc High School are “in the middle” in terms of eligibility for financial aid. It’s difficult for them to qualify for scholarships, and it has been difficult to find sufficient grants to meet their needs. As a

result, some students believe that they must pursue their second choices and attend colleges (like California State University) where they perceive the costs are more manageable. The counselors recognized these same problems, and they requested that UC provide more campus visits and exposure to the university for all students. While EAO, Upward Bound, and Cal SOAP target a specific student population for campus tours and field trips, they believe there is “a big group in the middle who don’t go anywhere.” The organization of a local college fair would be an effective way to expose more students to the university, too.

Finally, a noteworthy albeit debatable criticism of UCSB and its outreach programs is its tendency and reputation to be “exclusionary” in the eyes of the Lompoc community. According to the high school counselors, the university’s approach to admissions and outreach prepares a proportion of the student population “for disappointment.” The university has acknowledged the fact that they will accept 12.5% of the state’s student population, so the counselors want to prepare the rest of the students for other options and choices. When they leave Lompoc High, they want the students to be “consumers who are ready to go to school with strong academic and job skills.” In this way, “we service the entire child” while the Partnership “focuses on a little segment” including those embarking on the pathway to college. Similarly, the counselors hoped that UCSB Outreach would recognize the constraints of the typical Lompoc families’ budgets, and how this impacts on their abilities to send their children to college. They strongly encouraged UCSB to commit to finding more sufficient financial aid and scholarship money to support the students with whom they work. In fact, they declared, “When we think about the money you’ve spent [on the outreach programs], we wonder why more is not spent on the kids... those kids deserve the money.” The counselors believe it is imperative for UCSB to deliver the message that “it’s OK to go to community college and transfer.” This course of action, they are assured, fulfills the students’ dreams while not forcing the families to feel like failures because they cannot afford college. “*We’re not in the business of selling dreams that can’t be fulfilled.*”

A couple of middle school teachers and administrators concurred, encouraging UCSB to pay more attention to community colleges and other options for students who need a different route. But high school teacher Betsy Villalpando instead discussed the importance of increasing the “college-going culture” of the school and community. While those students with college-educated parents are usually college-bound themselves, she said, there are many parents who have not gone to college. Overwhelmingly, these parents—and

**“We’re not in the business of selling dreams that can’t be fulfilled.”**

--Gary Prucha &  
Virginia King,  
LHS Counselors

**Teachers at LHS have recognized the fact that students are encouraged to pursue post-secondary education at their local community college. Unfortunately, that is where their education typically stops.**

**The environment of Lompoc High School was beleaguered with tension and a good amount of disappointment this year.**

regrettably even some teachers—encourage their students to only consider Allan Hancock Community College believing that “we need people in blue collar professions, too.”

Unfortunately, research indicates that this local community college may be where the students will most likely cease their higher education, since the likelihood of attaining a four-year degree diminishes when students begin their studies in a community college. In fact, California community college transfer rates have declined in recent decades, with the lowest rates among the minority segments of the community college student population.

## Conclusion

While UCSB Outreach programs contributed to numerous positive outcomes this year in Lompoc, it is apparent that the environment of Lompoc High School was beleaguered with tension and a good amount of disappointment. Difficulties arose due to unfortunate circumstances including multiple changes in leadership (three principals within one year), miscommunication, overwhelming workloads, and political conflict. Most teachers and administrators were able to side-step these issues and provide helpful praise as well as constructive criticism to the UCSB Partnership, but words were still weighed and comments tempered by this backdrop of discord. In the end, they painted a picture of the UCSB-Lompoc Partnership as one in its infancy with developmental issues that must be resolved. Most middle school and high school educators view the outreach programs as providing promising information, motivation, and empowerment to their students, families, and teachers. They were particularly complimentary of the efforts of Nicole Wong, Lompoc High School Site Coordinator, and the professional development efforts of Kelley Baeza and Harvey Green of the School-University Partnerships program. These individuals have increased student access to four-year colleges, supported innovative and effective teaching strategies in the classrooms, and promoted a college-going culture throughout the community.

Still, UCSB and the community of Lompoc must continue their efforts—as one teacher put it— “to get rid of the culture of failure.” Teachers talked about the need for the university not only to continue its student-centered and teacher-training efforts, but also to involve itself more in placement issues and other policy concerns of the school. For example, a teacher suggested that UCSB “could assist in developing student educational plans with specific benchmarks” for the entire student body, assuming this

responsibility from the counseling staff who may not be able to handle the high caseload alone. She continued, “I think counseling also needs help—meaning more people with extra time—to help make sure that the policies, such as needing a ‘C’ or better to progress—which in many cases are already in place—*actually occur*. A lot of average kids fall through the cracks. They don’t have AP teachers or their parents or special programs like ELD and Migrant Ed watching their progress.” One teacher summed up the needs in Lompoc as: “More programs and clubs for the kids that nobody knows, have nowhere to go and nothing to do.”

Nicole Wong is heatedly working toward those goals, persisting despite occasional setbacks and even sabotage. Her vision is to provide a place for students “where they can be comfortable and have a place to relax or leaf through catalogs. People respond to other people, to affect. It isn’t just that I give them information, it’s how I give them information.” Most importantly, Ms. Wong wishes that Lompoc High School could improve its reputation and change its atmosphere. “Why *can’t* we be known as a college prep school?”

**One teacher requested that UCSB provide “More programs and clubs for the kids that nobody knows, have nowhere to go and nothing to do.”**

**“Why *can’t* we be known as a college prep school?”**  
--Nicole Wong,  
LHS Site Coordinator



The author would like to gratefully acknowledge the extraordinary efforts and assistance of Nicole Wong, *Lompoc High School Site Coordinator*, in organizing the extensive interviews on campus. In addition, heartfelt appreciation to all those who participated in the interviews, including Sarah Barthel, Carnell Edwards, Andrea Grinnell, Virginia King, Gary Miller, Rose Montes, Lauren Pressman, Gary Prucha, Betsy Villalpando, Nicole Wong, and the incredible LHS students: Amanda, Colin, and Josh.