

# A PROGRESS REPORT FOR 2002-2003

## School Accountability Report Card – Abbreviated



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

**CABRILLO HIGH SCHOOL**  
**4350 Constellation Road**  
**Lompoc, California 93436**  
**(805) 733-4538**

Additional SARC information is available from the California Department of Education on the Internet at: <http://www.lusd.org/cabhighschool1.html>

**Dr. Fred Manzo, Principal**

**2002-2003 School Year**

### From the Principal

Cabrillo High School is an outstanding educational program that develops students to their potential by providing the knowledge and skills needed for future success. At the heart of this entire effort is our dedicated staff. Our school is proud of our faculty and feel that they bring commitment, hard work, and a caring attitude toward students. The enclosed information provides data about the overall quality of our school.

### Parent Involvement Opportunities

Cabrillo provides many opportunities for parent involvement. The PTSA is the voice of the parents at school. The School Site Council has parent membership and is involved in many aspects of decision making at Cabrillo including budget issues. The ELAC (English Learner Advisory Committee) is a parent group that represents those students whose primary language at home is not English. Dr. Manzo, the Cabrillo Principal, is the contact person for parent involvement.

## SCHOOL SAFETY AND CLIMATE FOR LEARNING

### School Crime

The California Safe Schools Assessment (CSSA) incident reporting began in July of 1995, as mandated in the Penal Code (6628). This requirement was in response to a broad-based interest in having a common source of quantifiable information about the frequency, magnitude, and types of crime occurring on public school sites in California. The information is gathered in a report that aggregates statewide data in four categories: Drug and Alcohol Offenses, Crimes Against Persons, Property Crimes, and Other. Reported here are the incidents in these categories that have occurred at our school this year. The CSSA data for the entire state can be viewed at [www.cde.ca.gov/spbranch/safety](http://www.cde.ca.gov/spbranch/safety).

| Drug & Alcohol Offenses                     | Crimes Against Persons      | Property Crimes | Other                             |
|---|-----------------------------|-----------------|-----------------------------------|
| Use of Alcohol/Drugs: 26                    | Assault w/ Deadly Weapon: 0 | Arson: 0        | Bomb Threat: 0                    |
| Possession of Alcohol: 0                    | Battery: 21                 | Burglary: 0     | Destructive/ Explosive Devices: 0 |
| Possession of Drugs: 5                      | Home Infringe: 0            | Graffiti: 0     | Litering/ Trespassing: 0          |
| Possession of Paraphernalia: 4              | Robbery/ Extortion: 0       | Theft: 5        | Possession of Weapons: 6          |
| Possession of Alcohol/Drugs for Sale: 0     | Sex Offenses: 0             | Vandalism: 0    |                                   |
| Sale and/or Furnishing of Alcohol/ Drugs: 0 |                             |                 |                                   |

### Child Abuse Reporting Procedures

School District employees follow child abuse reporting procedures using the Incident Reporting Form (D-184b). The reporting is to be completed within 36 hours from the time a reasonable suspicion of child abuse has been determined. Child Protective Services is the agency to which incidents are reported in the Lompoc Unified School District.

### Disaster Procedures

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

### Suspension and Expulsion Policies

The school administration makes its decisions about consequences, including suspensions and expulsions, for students who violate the Education Code by following the District's Administrative Regulation 7144.2. (I) This regulation is in the school Comprehensive School Safety Plan.

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### **Notification to Teachers of Student Offenses**

Teachers are notified about offenses committed by students regarding violations of the Education Code and/or juvenile court decisions by an asterisk notation next to a student's name on the daily attendance roster. The asterisk notifies the teacher that a file exists containing information about an Education Code violation.

### **Sexual Harassment Policy**

The District prohibits sexual harassment of any student by any employee, student, or other person in or from the District. The sexual harassment policy from the School District is provided to parents and students on page 13 of the First Day Packet, Form D-200a.h.

### **School wide Dress Code per Education Code 35183**

Dress codes for student's safety may be established following Education Code 35183. However, schools may establish dress standards that enhance student's best performance in meeting the curriculum objectives. These dress standards are part of the school's behavior plan in the Cabrillo Student Handbook distributed at the beginning of the school year.

### **Safe Ingress and Egress**

Directions for entering, moving through, and exiting school campuses are posted in classrooms in the form of a map for fire and disaster evacuations. These maps are in the Comprehensive School Safety Plan. A map of the buildings and walkways of the school campus is also in the Comprehensive School Safety Plan.

### **Safe and Orderly School Environment Resources**

District, state, and federal funds are available as safe and orderly school environment resources. Schools that have received these resources have placed their budgets in the Comprehensive School Safety Plan.

### **School Rules and Procedures Per Education Code 35291**

The school provides each student's parent/guardian with the District's First Day Packet, which contains information regarding school rules and procedures for student behavior. In addition, the school provides each student with a behavior expectation document and/or handbook.

### **Public Meeting to Review Safe School Plan Per Education Code 35294.8**

The school, for its Comprehensive School Safety Plan committee, announces, creates an agenda, and minutes for a public meeting during which input is gathered about the Comprehensive School Safety Plan. The 2002-2003 public meeting to review the plan was on December 10, 2002 on the Cabrillo campus.

### **School Facilities**

Cabrillo has an extremely well maintained school campus with extensive athletic areas and classroom facilities to accommodate current school enrollment. The students and staff take great pride in the cleanliness and beauty of the campus. Cabrillo High School was built in 1965 and is scheduled for a major renovation due to the passage of a local bond. The custodial staff cleans facilities daily.

Cabrillo maintains a safe and orderly school climate. Staff and students work together to create a positive learning environment where most students take responsibility for their department. Cabrillo maintains harmonious relations with Vandenberg Air Force Base (VAFB), Santa Barbara County Schools, and the Santa Barbara County Sheriff as well as other county agencies. Law enforcement or private security is present at our on-campus school dances and at many of our athletic events. Off-campus dances are generally held on VAFB. Santa Barbara County Probation and the Office of Special Investigations at VAFB also assist in child protection matters. Two full-time campus liaisons are employed at Cabrillo to patrol the campus and protect student property and safety. They monitor student attendance in accordance with the county daytime curfew ordinance and the Santa Barbara County District Attorney's Truancy Program by checking passes and monitoring visits by non-students. Visitors are required to sign in with the front office before entering the campus.

### **Classroom Discipline and Climate for Learning**

Cabrillo High School Staff members remain vigilant and maintain high standards of classroom and campus discipline. Student referrals for discipline are resolved in a judicious and timely manner. Students are treated with dignity and respect in matters relating to discipline. Conflict resolution programs run by trained students and teachers provide a proactive approach for improving school climate. Teachers, counselors, support staff and administrators routinely make contact with parents to establish communication. This is done by personal phone calls and written correspondence.

In 2000-2001, 57 students were suspended and 4 were recommended for expulsion. In 2001-2002, 66 students were suspended and 4 were recommended for expulsion. In 2002-2003, 67 students were suspended and 11 were recommended for expulsion. The student population in 2002-2003 was 1518.

## PUPIL ACHIEVEMENT

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

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (California Achievement Test, 6th Edition) are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). Percent of all Cabrillo students at or above the 50th percentile in 2001 was 54 in reading and 65 in math. Percent of all Cabrillo students at or above the 50th percentile in 2002 was 55 in reading and 65 in math. Percent of all Cabrillo students at or above the 50th percentile in 2003 was 63 in reading and 53 in math. Additional information can be viewed at the STAR Web Site <http://star.cde.ca.gov>.

### CAT-6 Subgroups

The male and female subgroups, as well as the socio-economic disadvantaged students, scored above the 50th percentile. The English Learners students and those with disabilities scored below the 50th percentile.

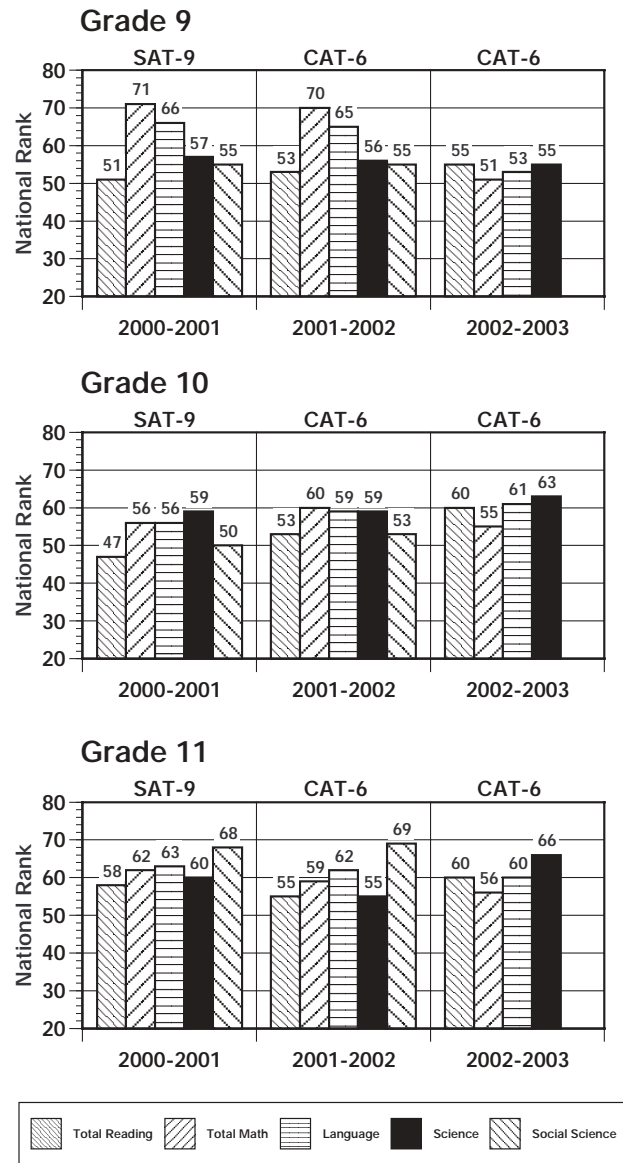
### California Standards Test (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area.

Percent of all Cabrillo students at or above the proficient or advanced level in 2001 in English was 47 percent. Percent of all Cabrillo students at or above the proficient or advanced level in 2002 in English was 49 percent, math 16 percent, science 42 percent, and history/social science 44 percent. Percent of all Cabrillo students at or above the proficient or advanced level in 2003 in English was 49 percent, math 16 percent, science 44 percent, and history/social science 46 percent. (No data was available for 2001 in math, science and history.) Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web Site at <http://star.cde.ca.gov>.

### CST Subgroups

The percent of all Cabrillo English learners scoring at or above the proficient or advanced level in 2003 in English was 5 percent, in math 3 percent, in science 5 percent and history/social science 5 percent. The percent of all Cabrillo Socio-economically Disadvantaged students scoring at or above the proficient or advanced level in 2003 in English was 58 percent, in math 19 percent, in science 48 percent and history/social science 50 percent. The percent of all Cabrillo students with disabilities scoring at or above the proficient or advanced level in 2003 in English was 2 percent and in science 4 percent. (No data was reported in math and history/social science.) Percent of African-American Cabrillo students scoring at or above the proficient or advanced level in 2003 in English was 45 percent, math 13 percent, science 32 percent, and history/social science 36 percent. Percent of American Indian or Alaska Native Cabrillo students scoring at or above the proficient or advanced level in 2003 in English was 47 percent, math 19 percent, science 47 percent, and history/social science 36 percent. Percent of Asian Cabrillo students scoring at or above the proficient or advanced level in 2003 in English was 44 percent, math was 22 percent, science 48 percent, and history/social science 56



percent. (No data was reported for English.) Percent of Filipino Cabrillo students scoring at or above the proficient or advanced level in 2003 in English was 52 percent, math 10 percent, in science 35 percent, and history/social science 56 percent. Percent of Hispanic or Latino Cabrillo students scoring at or above the proficient or advanced level in 2003 in English was 27 percent, math 9 percent, in science 25 percent, and history/social science 28 percent. Percent of White (not Hispanic) Cabrillo students scoring at or above the proficient or advanced level in 2003 in English was 59 percent, math 20 percent, in science 53 percent, and history/social science 54 percent. The EL and Socio-economically Disadvantaged students performed well below their fellow students who are not EL and not Socio-economically Disadvantaged. The CST performance of Cabrillo High School students achieving at proficient or advanced levels in 2003 are as follows: grade 9 - 50%, grade 10 - 50%, grade 11 - 51%.

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### California Standards Test–Not Tested

Data may be obtained at: <http://star.cde.ca.gov/>

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state’s standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). This is the first year of AYP and data will be reported in future years as it becomes available. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/>.

### California High School Exit Exam (CAHSEE)

Starting with the Class of 2006 all students will be required to take the California High School Exit Exam (CAHSEE) to graduate from high school. Until then all students will have to pass the district proficiency test. 380 took the district proficiency test in 2002-2003. 200 students passed the Language Arts portion of the test 212 passed the math portion of the test. 151 students passed both portions of the test. Students who have already passed CAHSEE are not required to take the district proficiency test.

### California Physical Fitness Test (PFT)

Cabrillo 9th graders outperformed their state and local district counterparts in the California Physical Fitness Test. The percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) was 29.0, while the state average was 24.2 and the district average was 25.3. The Cabrillo female 9th graders scored 27.4 and the males scored 30.9.

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## ACADEMIC PERFORMANCE INDEX (API) DATA

| 2001, 2002 and 2003 Academic Performance Index (API)<br>Grades 9-11 |      |           |        |        |        |
|---|------|-----------|--------|--------|--------|
| Weighted Scores:  |      |           |        |        |        |
|   | Base |           | Growth | Target | Actual |
| 2000  | 683  | 2000/2001 | 725    | 6      | 42     |
| 2001  | 721  | 2001/2002 | 725    | 4      | 4      |
| 2002  | 714  | 2002/2003 | 727    | 4      | 13     |

The Hispanic or Latino sub-group scored 622 exceeding its required target growth of 3 points to 7 points. The Socio-economically Disadvantaged scored 603 a one-point decrease of the required target of 3 points.

### DISTRICT CST A

The Federal No Child Left Behind Act requires that all students perform at or above the proficient level

The API is the cornerstone of the Public Schools Accountability Act (PSAA - Senate Bill IX), a Governor Gray Davis-sponsored bill signed into law in April 1999. This law authorized the establishment of the first statewide accountability system for California public schools. More information is available on the Internet at <http://api.cde.ca.gov>.

The purpose of the API is to measure the academic performance and progress of schools. It is a numeric index that ranges from a low of 200 to a high of 1000. The 2002 API establishes this year’s baseline for a school’s academic performance and sets an annual target for growth. The state has set 800 as the API score that schools should strive to meet. Cabrillo High School’s API score for 2002 was 714 and the 2003 API score was 727 an actual growth of 13 points exceeding its required 4-point target.

The percent of all Cabrillo students tested was 99 percent. Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it. Cabrillo scored in its category of similar schools.

Cabrillo’s 2003 API subgroups include White (Not Hispanic), Hispanic or Latino and Socio-economically Disadvantaged. The White (Not Hispanic) sub-group scored 768 exceeding its required target growth of 3 points to 18 points.

on the State’s standards-based assessment by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. Lompoc Unified School District made all growth targets including subgroups except for students with disabilities. The AYP requirement in 2003 for English-Language Arts is 13.6 percent at or above proficient. All Cabrillo High School subgroups attained their AYP targets in English Language Arts except the students with disabilities. For mathematics the Asian and White students met their requirements. The target in mathematics was 16.0 percent. The African American, American Indian, Filipino, Hispanic, female, English Learners, and students with disabilities did not meet their mathematics targets.

Ninety-nine percent of the Cabrillo High School Students were tested achieving an API Score of 727. The base score was 714 from the previous year. The school wide targeted growth was 4 points and Cabrillo made 13 points growth. Cabrillo’s statewide API rank was 8. Data are reported from API and may be obtained at the following website: <http://api.cde.ca.gov>

**Immediate Intervention Under-performing Schools Program**

Cabrillo High School does not qualify for the Intermediate Intervention Under-performing School Program. Cabrillo has not applied for, nor received, a grant pursuant to the Immediate Intervention Under-performing School Program.

**Governor's Award Program**

Cabrillo was not eligible for the Governor's Performance Award Program during the 2002-2003 school year.

**Title I**

Cabrillo High School does not participate in the Title I program. Therefore, it is not a Title I Distinguished / Achieving School Improvement Program. CHS has not been identified for Title I Program Improvement.

**California High School Exit Exam (CAHSEE)**

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam. Additional information can be obtained the following website: <http://cahsee.cde.ca.gov>.

**NCLB Dropout/Graduation Rate**

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9 - 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9 - 12 Dropouts divided by Grades 9 - 12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB) is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

|                       | 2000 | 2001 | 2002 |
|-----------------------|------|------|------|
| Enrollment (9-12)     | 1309 | 1360 | 1375 |
| Number of Dropouts    | 21   | 9    | 13   |
| Dropout Rate (1-year) | 1.6  | 0.7  | 0.9  |

**Graduation Rate**

The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

|                      | 2000 | 2001 | 2002 |
|----------------------|------|------|------|
| Cabrillo High School | 92.9 | 91.8 | 94.9 |
| District             | 80.9 | 82.7 | 80.3 |
| State                | 85.9 | 86.7 | 86.9 |

Detailed information can be found at <http://www.cde.ca.gov/statetests/cahsee/index.html>

**Class Size Reduction**

All class size reduction requirements for the district have been met in K-3. The District is receiving Federal class size reduction funds in grades 6-9 for intervention programs. During the past three years, the contract between the District and the certificated bargaining unit provided for a pupil/teacher ratio of 29.6 to 1. The data reported below are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

**2000 English Mathematics Science Social Science Avg. Class Size**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
|  | 24.23 | 23.29 | 28.30 | 29.74 |
|--|-------|-------|-------|-------|

**Number of Classrooms**

|       |    |    |    |    |
|-------|----|----|----|----|
| 1-22  | 33 | 34 | 3  | 2  |
| 23-32 | 28 | 20 | 28 | 23 |
| 33+   | 4  | 1  | 6  | 10 |

**2001 English Mathematics Science Social Science Avg. Class Size**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
|  | 24.50 | 22.69 | 26.95 | 28.33 |
|--|-------|-------|-------|-------|

**Number of Classrooms**

|       |    |    |    |    |
|-------|----|----|----|----|
| 1-22  | 30 | 30 | 7  | 5  |
| 23-32 | 29 | 25 | 28 | 28 |
| 33+   | 3  | 0  | 3  | 6  |

**2002 English Mathematics Science Social Science Avg. Class Size**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
|  | 22.50 | 23.04 | 26.98 | 25.98 |
|--|-------|-------|-------|-------|

**Number of Classrooms**

|       |    |    |    |    |
|-------|----|----|----|----|
| 1-22  | 38 | 27 | 9  | 10 |
| 23-32 | 29 | 28 | 27 | 32 |
| 33+   | 3  | 0  | 6  | 5  |

**Counseling and Support Services**

Three full-time counselors support the Cabrillo population. The ratio of counselors to students is 3 to 506. Counselors meet with all sophomores and their parents, and meet 1:1 with all juniors and seniors. They meet in small groups of 10-12 with their assigned freshmen. Student-initiated contacts average approximately 5 - 15 per counselor per day. In order to minimize time out of the classroom, counselors encourage students to meet with them before or after school or at lunch. In 2002-2003, health services were provided by a school nurse 2 days per week and a health clerk 3 days per week. Library services are provided by a full-time librarian and a library technician. The facility is used extensively by classes as well as by individual students and staff. During the past school year, the District provided a psychologist and a speech and language specialist on a part-time basis, as well as 5 instructional assistants in special education, an instructional assistant to help classes in the computer lab. The staff also included 13.5 clerical positions, 10 custodians, 2 gardeners, and 3 administrators. Cabrillo school continued to host a Santa Barbara County special education class as well.

**Teacher and Staff Information**

There were 71 classroom teachers employed at Cabrillo during the 2002-2003 school year. This number included 5 special education teachers on the campus to assist individuals with exceptional needs. Sixty-seven teachers were cre-

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deniated. During the 2002-2003 school year 4 teachers were on Emergency Credentials. There were no teachers teaching outside their subject area and there were no teachers with waivers.

### **High Qualified Teachers**

NCLB requires that local education agencies (LEA's) report data regarding highly qualified teachers by 2004-05. Teachers at Cabrillo High School have a clear California credential with a CLAD or certification to teach second language students. In addition, a high majority have also successfully passed the CBEST. Lompoc Unified School District receives Title I funds and therefore has developed a plan to ensure that all of its teachers are highly qualified by the end of the 2005-06 school year.

### **Teacher Evaluation**

Teachers are evaluated every two years in accordance with the Certificated Bargaining Contract. Items on which a teacher is evaluated are identified in detail on the District's Professional Development Report. They are also incorporated in the observation reports used to gather data for the evaluations. All departments have plans that compare the departments with State descriptions of ideal programs and identify areas for improvement. Teachers submit goals in support of the departmental and school goals and their personal / professional development needs. There are three days during the year that are directly dedicated to professional development. Teachers routinely attend workshops, conferences, and district meeting to enhance their professional skills.

### **Professional Development**

Teachers receive training from several sources that include guest speakers, district in-services, and conferences and workshops. In 2002-2003 there were three Staff Development days. The curriculum improvement programs are Beginning Teachers Support and Assessment (BTSA) for new teachers and Peer Assistance and Review (PARS) for continuing teachers. Lompoc Unified School District also has the Lompoc Apprentice Teacher Support System (LATSS) Program for helping teachers new to the district.

### **Substitute Teachers**

When teachers are absent, the quality of instruction and amount of student achievement is proportional to the quality of the substitute teachers. We have qualified substitute teachers available to us through the substitute services of the School District. This makes it possible to provide quality instruction with minimal interruption of the regular classroom program. For this school year the District was able to fill 96.9% of requests for substitute teachers.

### **School Instruction and Leadership**

Strong administrative leadership permeates all levels at Cabrillo High School. Decision-making is shared across the campus to allow teachers, students and parents a voice in operation of the school. The school leadership team consists of department chairs, teachers, and administration. They meet monthly for school leadership and improvement issues.

### **Textbooks and Instructional Materials**

Cabrillo High School maintains quality current textbooks to ensure that students have materials necessary to successfully engage in the learning process. In English Language Arts the school has adopted the Elements of Literature series for grades 9-12. All were adopted in 1999 except for the 10th grade edition that was adopted in 1998. In Math the school has adopted the Integrated Math series. Integrated Math 1 was adopted in 2001, Integrated Math 2 was adopted in 1999, and Integrated Math 3 was adopted in 1995. The Pre-Calculus textbook was adopted in 1997. In the area of Science Cabrillo uses for Chemistry: Modern Chemistry adopted in 2003, Biology: Visualizing Life adopted in 1998, and Earth Science: Modern Earth Science adopted in 1997. In the area of social science for American History Cabrillo uses for American History, The American Odyssey adopted in 2000, American Government adopted in 2000, World History adopted in 2000, Economics adopted in 2000, and Invitation to Psychology adopted in 2000.

### **Instructional Minutes**

The total number of instructional minutes offered in the 2002-2003 school year for grades 9, 10, 11, and 12 was 65,700. The passing time between classes is five minutes.

### **Minimum Days**

Six minimum days were used for semester final exams, and one for the final day of school.

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## POST SECONDARY PREPARATION

### Advanced Placement courses

Advanced Placement courses are AP English/Literature/Composition, AP Physics, AP Biology, AP Chemistry, AP Calculus, AP French, AP German and AP Spanish and AP U.S. History. Total enrollment in these courses was 190 (some students are enrolled in more than one course).

### UC a-f requirements

Departments have regular meetings to discuss curriculum and standards alignment. Teachers also use Expected School-Wide Learning Results (ESLR) as a focus of daily instruction. The LATSS Program provides first year teachers with extensive support and training in accepted methods of pedagogy designed to improve the quality of instruction, curriculum and teaching methods. The Technology Committee has played an important role in linking the curriculum to technology school wide. The Assessment Committee discusses standards and frameworks and specifically how to improve content scores on standardized testing. Underperforming students receive support through the Academy program. The ELD program works diligently to provide equal access through sheltered instruction.

### SAT-1 College Entrance test

In 2000-2001 106 of 276 students took the Scholastic Assessment Test or 34.8 percent. The average verbal score was 537 and the average math score was 518. In 2001-2002 104 of 270 students took the Scholastic Assessment Test or 38.5 percent. The average verbal score was 552 and the average math score was 523. In 2002-2003 137 of 334 students took the Scholastic Assessment Test or 41 percent. The average verbal score was 528 and the average math score was 512.

### School to Career

Students at Cabrillo High School are prepared to enter the workforce through a network of courses and programs that provide work place preparation and on-the-job experience. Every freshman student takes the Technology Applications class. The Technology Applications class is the integration of career exploration with technology. All fourteen ROP classes dedicate class time to prepare for the real world of work. Resumes, job applications, work place survival skills, interviewing and job searches are part of the ROP curriculum. The ROP program is expanding its offerings to integrate with the Social Studies and English departments. We have 115 students in the Work Experience Education program. They learn the basic entry survival skills and obtain real life experiences that aid in career choices. In addition we offer Classroom Service, Office Service and Student Tutoring to 125 students. All seniors are required to do a Senior Project. As a mandatory part of the requirements in English Literature, seniors are expected to complete a project that involves them in a learning stretch beyond the regular high school curriculum. They are required to have a community sponsor which involves a career learning experience. The 2002-2003 school year was the seventh-year of this pilot program. Seniors completed a research paper, created a project, and spoke to their year long efforts before a panel of judges.

## Salary Information

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

### Comparison of Average Salaries for State and Lompoc Unified School District for the 2001-2002 School Year

|                             | Large Unified | LUSD      |
|-----------------------------|---------------|-----------|
| Beginning Teacher           | \$34,186      | \$34,484  |
| Mid-range Teacher           | \$53,500      | \$56,445  |
| Highest Teacher             | \$68,034      | \$68,078  |
| Principal                   | \$88,931      | \$91,990  |
| Superintendent              | \$129,560     | \$125,467 |
| Budget percentages          |               |           |
| for teacher salaries        | 44.29%        | 44.82%    |
| for administrative salaries | 4.69%         | 3.98%     |

## Expenditures and Services Offered

The Lompoc Unified School District is expending an average of \$6,528 per pupil for all educational services including transportation, health screening, instructional materials and maintenance.

During the 2002-2003 year the following special programs/grants were offered at Cabrillo High School:

- Resource Specialist and Speech Program
- Limited English Proficiency (LEP) Program (\$22,006)
- GATE Program (\$17,671)
- Violence Prevention Grant (\$51,259)
- Marine Technology Institute Grant (\$33,600)

Cabrillo High School  
4350 Constellation Rd.  
Lompoc, CA 93436

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