

Cabrillo High School

Grades Nine through Twelve

Lore Desmond
Principal



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2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

2008-09 Board of Education

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Principal's Message

Cabrillo High School provides an outstanding educational program that develops students to their potential by providing the knowledge and skills needed for future success. The school report card provides information about the overall quality of our school and our educational programs.

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 our students. Their dedication was recognized in April 2007 by Jack O'Connell, California State Superintendent, when he announced that Cabrillo High School was named as a California Distinguished School.

The school is also proud to have earned a Bronze Medal from U.S. News and World Report for providing outstanding learning for all students and having consistently high scores on the high school exit exams. Out of 18,700 high schools across the country, only 1,100 were honored with awards. Since then, we have continued to add a variety of programs that prepare students for the pursuit of career interests, including advanced placement and career technical education classes.



School Mission Statement

Lead, support, and motivate the Cabrillo community through the process of teaching and learning, thus providing all students the opportunity to maximize their individual potential.

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Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County and has a population [~æ]]: [çá { æc^'Á I IÉÉÉÉV^'ÁŠ [{] [&W } á, ^áÁ Ü&@ [[] Öi•ci&cl•ci&c^'Ác [Á]: [çia^'æA ~ æjic^'Á^á ~ &æci [} Á] for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The District serves nearly 10,000 students in grades K-12 living in the City of Lompoc, Vandenberg Village, Mesa Oaks, Mission Hills, Vandenberg Air Force Base, and rural areas adjacent to these communities.

Cabrillo High School is very proud of its academic achievements. We have exceeded our API target, and are once again one of the top-ranked high schools in Santa Barbara County. The Aquarium is exemplary. The Marine Technology Program has been expanded, and the Ornamental Horticulture Program is now in place, which includes the creation of a modern greenhouse to be located on the Cabrillo High School campus.

Cabrillo High School is committed to providing a strong instructional program for all students to ensure excellence in education. During the 2007-08 school year, the school served 1,625 students in grades 9-12 on a traditional school calendar.

Data Sources

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Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	5.3%
American Indian	0.9%
Asian	2.3%
Caucasian	43.3%
Filipino	1.2%
Hispanic or Latino	31.8%
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Multiple or No Response	15.0%

Staff Development

All training and curriculum development at Cabrillo High School revolves around the California State Content Standards and Frameworks. Teachers

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Three mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that

Instructional Materials

School District held a Public Hearing on October 14, 2008, and good quality textbooks, including visual and performing arts texts, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based Board of Education's seven-year adoption cycle for core content materials.

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

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	GiZUWYbh	% Lacking
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	1999	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2008	Yes	0.0%
9th-12th	Foreign Language	McGraw-Hill	2007	Yes	0.0%
9th-12th	Health	Glencoe	1996	Yes	0.0%
12th	History/Social Studies	Holt, Rinehart & Winston	2000	Yes	0.0%
10th-11th	History/Social Studies	McDougal Littell	2007	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2008	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2008	Yes	0.0%
9th-12th	Science	Benjamin Cummings	2003	Yes	0.0%
9th-12th	Science	Glencoe	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	1997	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

Availability of Additional Internet Access at Public Locations

The Lompoc Public Library and the Vandenberg Village Branch of the Lompoc Public Library provide free internet access to all community members wishing to connect to the Internet using their personal equipment.

School Leadership

Principal Lore Desmond took over leadership of the school in October 2008. She has more than 24 years in education. The administrative team consists of the principal, two assistant principals, and the athletic director, bringing a total of almost 100 years of experience in education to the school. Leadership at Cabrillo High School is a responsibility shared among District administration, site administrators, instructional and clerical staff, students, and parents.

All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council, Parent Teacher Student Association, English Language Advisory Council, Booster Club, and the Associated Student Body.

Community Involvement

Parents and the community are very supportive of the educational program at Cabrillo High School. Parents and community members are welcome to attend all sporting events, drama productions, dance events, band concerts, and to visit the aquarium. The school is proud to have the largest facilities. The school is proud of its Ornamental Horticulture program. The students work with the community to improve the landscaping around campus as well as in various public areas.

Cabrillo High School's activities are enriched by the generous contributions made by local organizations and community members who support Cabrillo High School's many programs.

Contact Information

Parents who wish to participate in Cabrillo High School leadership teams, school committees, school activities, or become volunteers may contact

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Cabrillo High School. Measures include State STAR testing, District curriculum assessments, and report card grades. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, etc.) meet the following AYP requirements:

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and District performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about U.S. Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2008-09)	-	Year 1
# of Schools Currently in PI	-	9
% of Schools Currently in PI	-	60.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

The adjacent table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State. The similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API School Results			2008 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	9	9	8	
Similar Schools Rank	10	10	9	
All Students				
Actual Growth	15	-8	2	770
Socioeconomically Disadvantaged				
Actual Growth	26	-7	9	693
Hispanic or Latino				
Actual Growth	14	-8	11	706
Caucasian				
Actual Growth	17	-5	8	813
English Learners				
Actual Growth	-	-	0	627

California Standards Tests (CSTs)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

Advanced level (meeting or exceeding the state standards).

The second table displays the percent of students, by group, achieving at the advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	54	54	54	42	43	43	42	43	46
Mathematics	20	17	19	34	34	40	40	40	43
Science	54	54	60	37	38	44	35	38	46
History/Social Science	54	55	52	37	38	36	33	33	36

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	51	22	59	57
Female	58	16	60	47
African American	59	9	54	56
American Indian or Alaska Native	56	17	*	*
Asian	71	18	79	58
Caucasian	66	25	71	63
Filipino	62	19	*	73
Hispanic	37	14	43	36
Dually Disadvantaged	*	*	*	*
Economically Disadvantaged	34	10	42	
English Learners	5	3	21	15
Students with Disabilities	23	*	*	
Students Receiving Migrant Education Services	*	*	*	*

*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Standard Exceeded, Standard Met, and Standard Nearly Met. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. **Please note: The score a student must achieve to be considered proficient is 42.5.**

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	65.8	53.5	51.1	60.5	49.2	48.6	57.3	48.7	52.9
Mathematics	49.8	41.3	46.8	50.1	42.2	49.9	51.7	42.8	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Met	Standard Exceeded	Standard Met	Not Met	Standard Exceeded	Standard Met
Male	42.7	38.8	18.6	48.3	35.6	16.1
Female	47.0	37.5	15.5	43.7	37.1	19.2
African American	38.9	39.9	21.2	52.3	34.2	13.5
Hispanic	37.9	34.5	27.6	69.0	20.7	10.3
Economically Disadvantaged	21.4	50.0	28.6	35.7	50.0	14.3
English Learners	57.3	33.6	9.2	60.8	29.2	10.0
Students with Disabilities	34.9	42.4	22.7	37.8	41.3	20.9
Dually Disadvantaged	87.7	12.3	0	77.8	22.2	0
Standard Exceeded	60.7	30.3	9.0	62.3	29.5	8.2
Standard Met	93.3	3.3	3.3	86.7	6.7	6.7

Physical Fitness

In the spring of each year, Cabrillo High School is required by the state to administer a physical fitness test. This test is a standardized evaluation that measures each student's ability to perform physical activities in various areas. This table displays by grade level the percent of students who met or exceeded the minimum standards for each grade level of students tested during the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	Percentage
School Overall	47.1%
School (Boys)	49.4%
School (Girls)	45.2%
District	Percentage
District Overall	41.3%
District (Boys)	41.7%
District (Girls)	41.0%
State	Percentage
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the adjacent table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	92.0%	88.0%	*
African American	97.0%	85.0%	*
American Indian	100.0%	100.0%	*
Asian	91.0%	92.0%	*
Filipino	88.0%	92.0%	*
Hispanic or Latino	84.0%	83.0%	*
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Caucasian	93.0%	92.0%	*

* Data was not available at the time of publication.

College Entrance Information

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

A: Two years of history/social science. B: Four years of English C: Three years of college preparatory mathematics (Four recommended for UC) D: Two years of laboratory science (Three recommended for UC) E: Two years of a single language other than English (Three recommended for UC) F: One year of visual/performing arts G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

College Preparation

Cabrillo High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and through partnerships with Cal

Poly San Luis Obispo, University of California Santa Barbara, and Allan Hancock Community College. Cabrillo High School provides its students and the application process. Counselors meet with students at least once a year to review their goals and career paths. All students need to complete a Senior Project of their choice in order to graduate. Students may choose a project based on their interests. These projects can range from publishing cookbooks to building a barbecue. Students at Cabrillo attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	69.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	57.3%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement

Cabrillo High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Juniors and seniors for college credit at most of the nation's colleges. The school recently expanded its graphic design course to the AP program, and now offers AP Art and AP Design.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	47
Foreign Language	3	25
Graphic Communications	2	24
Mathematics	1	55
Science	3	115
Social Science	1	18
Totals	11	284
Percent of Students in AP Courses		1.2%

Work Force Preparation

It is the goal of Cabrillo High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Students have access to Career Pathways counseling, the Regional Occupational Program (ROP), and may participate in job shadowing and Career Days. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Tenth Grade Career Counselors expose students to a broad array of career opportunities and facilitate the selection of a career path based on individual interests, goals, strengths, and abilities.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	340
What percent of the school's pupils complete a CTE program and earn a high school diploma?	80.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	72.0

Counseling & Other Support Services

It is the goal of Cabrillo High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral issues, and to students who are at risk of dropping out of school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	1.0
Campus Supervisor	2	2.0
Counselor	5	4.5
Health Clerk	1	As Needed
Nurse	1	As Needed
Psychologist	1	As Needed
Speech and Language Specialist	1	1.0
		As Needed

The Gifted and Talented Education (GATE) program is offered to students who have been recognized as high achievers by their teachers and parents. Advanced Placement and Honors courses.

Students whose test results indicate they need additional assistance to succeed in their regular classroom. Tutoring and intervention courses for core classes and the California High School Exit Exam are also available before, during, and after school and during lunch. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year. To facilitate communications with English Learners and their parents, Cabrillo High School now has one full-time and one part-time Spanish bilingual counselors on staff.

Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individualized Education Program (IEP) for each student. Instruction in English Language Development in their regular classroom based upon their language proficiency level.

Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individualized Education Program (IEP) for each student. Instruction in English Language Development in their regular classroom based upon their language proficiency level. Santa Barbara County Special Education Local Plan Area (SELPA). A quality public education, according to the Individuals with Disabilities Education Act (IDEA) and the California Education Code (EC) are readily available to serve the District and its students who require an alternative educational solution based upon their physical and emotional needs. The District's Special Education Director meets monthly with the SELPA team to discuss student progress.

School Facilities & Safety

Cabrillo High School was built in 1966. School facilities are situated on 59 acres and span more than 177,000 square feet. They include classrooms, a library, science lab, theater, gymnasium, cafeteria, locker room, and restrooms. The school began a modernization project to replace the infrastructure throughout the entire campus. Measure N modernization efforts continue and are scheduled to be completed in June 2009. The facility strongly supports teaching and learning through its ample classroom and recreational space. Facility information was current as of January 23, 2009.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The District site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this program represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2008-09 school year. The District's complete deferred maintenance list is available upon request.

School Facility Conditions				
Date of Last Inspection: 12/09/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YUWYbWm // FY a YXJU" Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Cabrillo HS - Floor tile missing: B5, B6, H1, M3, CB2, girls locker room. Ceiling tile missing: P4, B5. Stained ceiling tile: S7B, S5, M3, M4, CB12, A3. Carpet worn: CB5. Cove base missing: S4, M1, M2. Work orders in progress.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			Cabrillo HS - Numerous lights inoperative: gym. Electrical wiring in ceiling exposed: boys locker room. Work orders in progress.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			Cabrillo HS - Drinking fountain inoperative: teachers lounge. Work orders in progress.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

