

Lompoc Unified School District

Arthur Hapgood Elementary School

Grades Kindergarten through Six

Carol Pace
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

Welcome to Arthur Hapgood Elementary School! This report will provide you, parents, and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our community school through the information provided. We encourage all community members to visit and become familiar with our unique school.

Hapgood Elementary School has a long-standing tradition of excellence. We will continue to explore new educational ideas and trends to improve our effectiveness with children.

As we move into a new millennium, much remains to be accomplished. We will sustain an academic program that is without comparison in our county and beyond. This means expanding program activities before, during, and after school, continuing our reputation as a full-service community school.

School Mission Statement

To develop a school-wide system of behavior management and student leadership that reduces negative behaviors, increases time on task, and promotes successful learning.

Community & School Profile

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County and has a population of approximately 48,000. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The District serves 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.

Hapgood Elementary School is proud of its California standards-based instructional programs. The instructional programs promote and ensure that all students will be able to succeed in school and in their lifelong endeavors. We believe each student is capable of learning, and is responsible for being an active part in their education. The school operates on a traditional calendar. During the 2007-08 school year, the school served 413 students in grades K-5. In the 2008-09 school year, all the elementary schools in the district expanded to enroll sixth graders. Hapgood Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.4%
American Indian	0.5%
Asian	1.9%
Caucasian	9.7%
Filipino	0.7%
Hispanic or Latino	78.9%
Ūæ&i, © à^!	0.2%
Multiple or No Response	5.6%

Discipline & Climate for Learning

Lompoc Unified School District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Hapgood Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives; assertive discipline and conflict resolution tools that help students to further develop personal growth. Students who demonstrate positive behavior may receive Eagle tickets that may be redeemed for prizes.

Hapgood Elementary School has adopted the Peacebuilder Program. Through the use of this program, students develop a philosophy that inspires and motivates students to act in peaceful ways at home, at school, and in their community. The school also utilizes the BEST Program (Building Effective Schools Together) that encourages students to come to school ready to learn and become problem solvers. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Hapgood Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the parent/student handbook and monthly newsletters.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	55	27	33	1737	1482	1820
Suspension Rate	10.0%	5.4%	8.0%	15.7%	13.7%	17.2%
Expulsions	0	0	0	23	24	21
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%

Extracurricular and Enrichment Activities

Students are encouraged to participate in the school's academic and extracurricular activities that are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, Student Council, and programs include:

- Field Trips
- In-school Math Club
- Reading Counts
- Science Night
- Police Activity League (PAL)
- Literacy Night
- Battle of the Books
- LUSD Word List
- Before and After-School Intervention Program

School Attendance

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

Regular daily attendance is a priority at Hapgood Elementary School. Parents are notified of absences through phone calls, letters, and conferences with the Principal. Good attendance is encouraged through motivational incentives, including popcorn parties for perfect attendance. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB).

Lompoc Unified School District's School Attendance Review Board (SARB) is composed of parents, community members, the District SARB Secretary, and representatives from law enforcement and probation. Students are referred to SARB when they have persistent attendance and behavioral problems in school, and when the normal avenues of intervention are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

Class Size

The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution												
	Average Class Size			Classrooms Containing:									
	06	07	08	1-20 Students			21-32 Students			33+ Students			
K	20	20	19	3	4	3	1	-	-	-	-	-	-
1	20	20	19	4	4	4	-	-	-	-	-	-	-
2	20	20	18	4	4	3	1	-	-	-	-	-	-
3	20	20	20	4	4	3	-	-	-	-	-	-	-
4	28	26	30	-	-	-	3	3	2	-	-	-	-
5	28	29	31	-	-	-	3	3	2	-	-	-	-
K-3	17	20	20	1	1	1	-	-	-	-	-	-	-
4-8	27	-	27	-	-	-	1	-	1	-	-	-	-

Staff Development

All training and curriculum development at Hapgood Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. 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 need to be modified.

Instructional Materials

Lompoc Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Lompoc Unified School District held a Public Hearing on October 14, 2008, and determined that each school within the District has sufficient 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 materials. Lompoc Unified School District follows the State 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 the District Textbook Coordinator. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for two weeks prior to adoption at the Lompoc Public Library for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Education for final adoption.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZÜWJYbh	% Lacking
6th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
6th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	History/Social Studies	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	Mathematics	Houghton Tñ-' à}	2001	Yes	0.0%
6th	Mathematics	Prentice Hall	2008	Yes	0.0%
6th	Mathematics	Scott Foresman	2004	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Tñ-' à}	2003	Yes	0.0%
K-6	Science	MacMillan	2007	Yes	0.0%

Computer Resources

Each classroom at Hapgood Elementary School contains an average of three computers. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and reading comprehension.

Computer Resources			
	05-06	06-07	07-08
Computers	159	159	173
Students per computer	3.5	3.2	2.4
Classrooms connected to Internet	40	40	27

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 including the students of the Lompoc Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

Data Sources

Data within the SARC was provided by Lompoc Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Hapgood Elementary School. Measures include 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, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

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	N/A		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 PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2004-2005	2008-2009
Year in PI (2008-09)	Year 4	Year 1
# of Schools Currently in PI	-	9
Percentage of Schools 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 API rank reflects how a school compares to 100 statistically matched "similar schools." A 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	3	2	
Similar Schools Rank	3	4	3	
All Students				
Actual Growth	32	-2	-23	669
Socioeconomically Disadvantaged				
Actual Growth	27	1	-20	646
Hispanic or Latino				
Actual Growth	31	15	-23	656
Caucasian				
Actual Growth	55	-	-	-
English Learners				
Actual Growth	30	9	-13	635

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.*

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	32	28	26	42	43	43	42	43	46
Mathematics	40	44	32	34	34	40	40	40	43
Science	11	22	27	37	38	44	35	38	46
History/Social Science				37	38	36	33	33	36

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

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	21	32	22	
Female	33	31	32	
African American	25	25	*	
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Caucasian	46	54	*	
Filipino	*	*	*	
Hispanic	23	27	24	
Economically Disadvantaged	22	26	26	
English Learners	11	18	8	
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	20	20	*	

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



Physical Fitness

In the spring of each year, Hapgood Elementary School is required by the State to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for 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	
5th Grade	
School	
School Overall	36.5%
School (Boys)	27.3%
School (Girls)	46.7%
District	
District Overall	26.1%
District (Boys)	21.5%
District (Girls)	31.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Teacher Assignment

Lompoc Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Hapgood Elementary School had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	29	24	20	500
Without Full Credentials	0	0	0	21

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements to be considered "highly qualified." Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	95.9%	4.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.0%	5.0%

Counseling & Other Support Services

It is the goal of Hapgood Elementary 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 difficulty.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Health Technician	1	0.4
Noon Duty Aides	5	0.2
Nurse	1	0.2
Psychologist	1	0.2
Speech/Language Specialist	1	0.4

The Gifted and Talented Education (GATE) program is offered to students in grades 4-6 who have been recognized as high achievers by their teachers and identified through State testing programs. Students in the GATE program are clustered in their regular classroom and given differentiated instruction by a teacher who has received additional training for teaching GATE students.

Students whose test results indicate they need additional assistance to achieve grade level proficiency are supported by certificated tutors within their regular classroom. After-school tutoring is also available for supplemental assistance. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Students identified as English Learners through the California English Language Development Test (CELDT) are assigned to appropriately credentialed teachers and receive instruction in English Language Development in their regular classroom and/or through pull-out programs. All teachers in the school have CLAD or BCLAD certification. Bilingual Instructional Aides are available for additional support.

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 Individual Education Plan (IEP).

The IEP defines the individualized instruction and assistance a student will receive, which may include supplemental assistance by a Resource Specialist. Lompoc Unified School District participates in the Santa Barbara County Special Education Local Plan Area (SELPA). The SELPA helps ensure all students with identified disabilities receive a quality public education, according to the Individuals with Disabilities Education Act. Professionals and experts in the field of special education 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 Leadership

Principal Carol Pace has led the school for two years, backed by more than 18 years of experience in education, with three years in administration. Leadership at Hapgood Elementary School is a responsibility shared among District administration, the Principal, instructional 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. The Principal oversees the day-to-day operations of the school.

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 District Level Leadership Team, Site Level Leadership Team, School Site Council, Parent Teacher Association, GATE Advisory Committee, and English Language Advisory Council (ELAC).

Community Involvement

Parents and the community are very supportive of the educational program at Hapgood Elementary School. Parents are always welcome at school events, including Back-to-School night, Open House, Community Fair, and Principal of the Day, supported by the Lompoc Chamber of Commerce. Many programs and activities are enriched by the generous contributions made by:

- Lompoc Valley Children's Auxiliary
- Carl's Jr.
- Vons
- Chumash Casino
- Albertsons
- Elks Club
- Ace Hardware
- Vandenberg Thrift Shop
- Pizza Garden
- Lompoc Valley Association of Realtors
- Lompoc Republican Women's Association
- Taco Bell
- Foster's Freeze
- Hollywood Video
- Big 5 Sporting Goods
- Burger King
- PTA
- Red Barn Nursery
- Vargas Jewelers

Contact Information

Parents who wish to participate in Hapgood Elementary School leadership teams, school committees, school activities, or become volunteers may contact the Principal or Home School Liaison at (805) 742-2200.

School Facilities & Safety

Hapgood Elementary School was built in 1961. School facilities span 47,400 square feet, and consist of classrooms, administrative offices, a multi-purpose room, and storage rooms. The school is in the midst of a modernization project that is set to be completed in February 2009.

The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of January 23, 2009.

School Facility Conditions				
Date of Last Inspection: 11/17/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial 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			Hapgood Elementary - Missing floor tile: Rm. 15. Work order in progress.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			Hapgood Elementary - Several lights inoperative, bad ballast: Rm. 9. Light lens missing: portable 1, Rm. 13. Work orders in progress. .
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. 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. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$395,786 for the deferred maintenance program. This 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 plan is available at the District office.

Safe School Plan

Safety of students and staff is a primary concern of Hapgood Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held on a regular basis. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe, clean, and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in September 2008. A copy of the plan is available to the public at the school and District offices.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,164
From Restricted Sources	\$754
From Unrestricted Sources	\$6,410
District	
From Unrestricted Sources	\$4,947
Percentage of Variation between School & District	29.57%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	20.94%

District Revenue Sources

In addition to general fund State funding, Lompoc Unified School District receives State and Federal categorical funding for special programs. For the 2006-07 school year, the District received approximately \$2,439 per student in Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid/LEP
- Microsoft Grant
- Gifted and Talented Pupils

- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School and Library Improvement Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act
- Carl Perkins Grant

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$39,166	\$39,708
Mid-Range Teachers	\$64,109	\$63,805
Highest Teachers	\$77,320	\$82,081
Elementary School Principals	\$94,197	\$102,166
Middle School Principals	\$94,288	\$107,816
High School Principals	\$110,423	\$116,474
Superintendent	\$160,400	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.6%
Administrative Salaries	5.9%	5.2%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries School & District	
School	\$68,261
District	\$63,642
Percentage of Variation	7.25%
School & State	
School	\$63,458
Percentage of Variation	7.56%