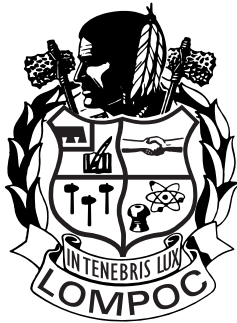


A PROGRESS REPORT FOR 2002-2003

School Accountability Report Card- Abbreviated



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

Lompoc High School
515 West College Avenue
Lompoc, California 93436
(805) 735-5606

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

Arthur Diaz, Principal

2002-2003 School Year

From the Principal

Lompoc High School (LHS) is a comprehensive four-year co-educational public institution serving the city of Lompoc, whose diverse population is near 45,000. LHS reflects this diverse ethnic and socio-economic population in its student body. Enrollment for 2002-2003 was 1637 in grades 9-12. An ethnic profile of the student body is as follows: 49.2% Hispanic or Latino, 37.4% White, 6.0% African American, 1.2% American Indian or Native Alaskan, 4.3% Asian and 1.2% Filipino.

Lompoc high School is the largest, most populated, and busiest campus in the Lompoc Unified School District. In addition to regular day classes, LHS hosts the afternoon and evening Adult Education Programs. Evenings and weekends find the many athletic facilities in use by the 21 interscholastic teams that annually allow student athletes to compete at the championship level in the Los Padres League.

Questions and comments may be directed to the Lompoc High School's principal's office, telephone (805) 735-5606, ext. 402.

Parent Involvement Opportunities

Lompoc High School offers the parents of its students a variety of opportunities to get involved in their children's education. The School Site Council (SSC) is the local board made up of parents, staff, community members, and students that governs most programs at LHS. The English Learners Advisory Committee (ELAC) offers guidance for programs that involve second language learners. A site community liaison is available to provide information. LHS also has an active PTSA to give parents the opportunity to be involved school in activities. For information and schedules for all organized opportunities, please contact Mr. Diaz at (805) 735-5606.

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 (Ü628). 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 <http://www.cde.ca.gov/spbranch/safety/>

Drug & Alcohol Offenses	Crimes Against Persons	Property Crimes	Other
Use of Alcohol/Drugs: 3	Assault w/ Deadly Weapon: 0	Arson: 0	Bomb Threat: 0
Possession of Alcohol: 0	Battery: 37	Burglary: 0	Destructive/Explosive Devices: 0
Possession Of Drugs: 0	Homicide: 0	Graffiti: 0	Loitering/Trespassing: 0
Possession of Paraphernalia: 3	Robbery/Extortion: 0	Theft: 11	Possession of Weapons: 1
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 16	
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/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.

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 in 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 students' safety may be established following Education Code 35183. However, schools may establish dress standards that enhance students' best performance in meeting the curriculum objectives. These dress standards are in the school's behavior plan 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 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's Comprehensive School Safety Plan was reviewed with the Lompoc High School staff on November 19, 2002, and a public meeting to review the plan was held in December 3, 2002.

School Facilities

Students at Lompoc High School are assured a safe environment through close supervision by three full-time campus supervisors, administrators, and teachers on duty before and after school as well as during the lunch period. Visitors are required to sign in with the front office before entering the campus.

The campus was designed to accommodate 2000 students, and due to the numerous ELD, Special Education, and Adult Education programs offered at LHS, there are no empty classrooms. Most teachers have their own classrooms and very few teachers are required to share a room

unless it is a specialty laboratory. There are spacious indoor and outdoor sports facilities, a well-equipped library, two computer labs, and conference space for teacher/parent meetings.

The school was built in 1962/63 and is scheduled for major infra-structural renovation. Facility conditions are maintained by the efforts of the custodial and grounds crew, addressing utility matters as needed with the cooperation of District facility maintenance personnel. Facilities are cleaned daily by the custodial staff.

Classroom Discipline and Climate for Learning

The school provides a safe learning environment that promotes equity throughout all programs, including academic classes, activities, athletics, community ROP, and clubs. Contributions to a positive school climate come from many programs: 9th Grade Intervention Program (double instructional blocks of language arts), ELD double instructional blocks, Peer Mediation, SUCCESS Program, AVID (Advancement Via Individual Determination), Developmental Reading, AP courses, Honors courses, DARE, SST (Student Study Team), Title 1, Free and Reduced Lunch

Program, among others. Tutoring programs before school, at lunch and after school are available to all students.

Administrators, counselors, teachers, and support staff routinely make contact with parents to establish communication through personal phone calls and written correspondence. The administration, department chairpersons, and the School Site Council (SSC) regularly assess all program areas and make recommendations for improvement.

LHS administration makes decisions about consequences, including suspensions and expulsions, for students who violate the California Education Code by following the District’s Administrative Regulation 7144.2(I). This regulation can be found in the Comprehensive School Safety Plan.

In 2000-2001, of 1686 enrolled, 140 (6.8%) students were suspended and 25 (1.48%) were recommended for expulsion. In 2001-2002, there were 113 (6.7%) suspensions and 10 (.59%) expulsions. In 2002-2003, with an enrollment of 1637, there were 379 (23.1%) student suspensions and 19 (1.1%) recommendations for expulsion. District wide, the expulsion rates were .62% for 2000-2001, .42% for 2001-2002, and are not available for 2002-2003.

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, CAT-6) are reported for each grade level as the percent of tested students scoring on or above the 50th percentile. In 2002-03, 41% of all tested students scored on or above the 50th percentile in both Reading and Mathematics. The percentage of students scoring at that level in 2001-02 was 29% in Reading and 48% in Mathematics. In 2000-01, the percentages were 29% in Reading and 48% in Mathematics.

In Mathematics, males scored higher than females (44% vs. 38%) and non-socio-economically disadvantaged students did better than socio-economically disadvantaged students (52% vs. 29%). 7% of English Learners, 2% of the students with disabilities, 43% of students without disabilities, 33% of African American, 27% of American Indians, 40% of Asian, 64% of Filipino, 29% of Hispanic and 60% of white students scored at the proficient level or above.

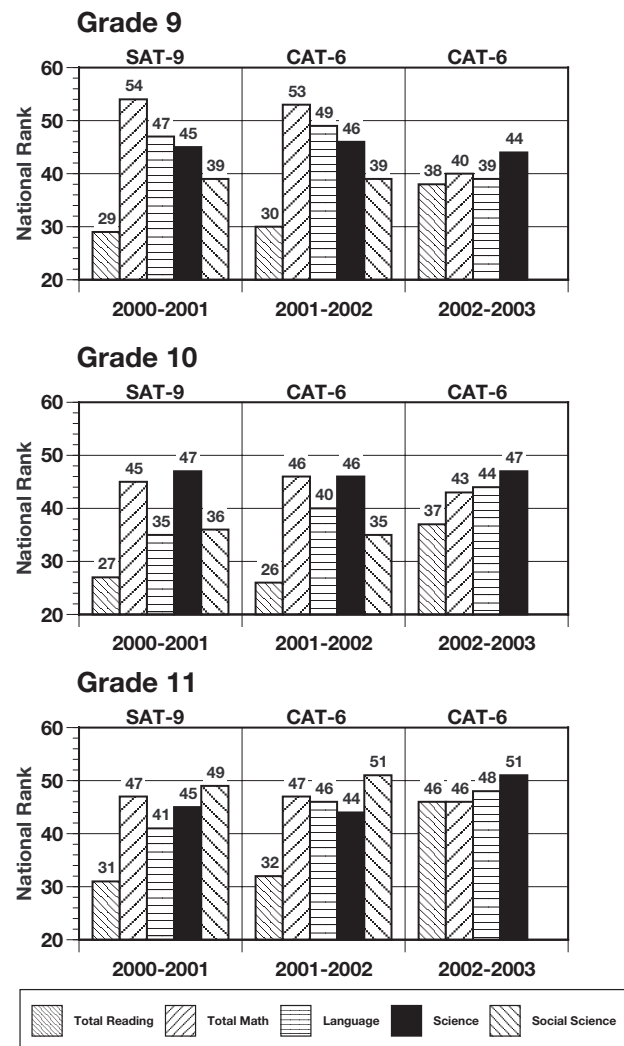
Additional information on the CAT-6 can be viewed on the STAR website <http://www.cde.ca.gov/>

CAT-6 by Subgroups

When the student population’s scores are disaggregated into numerically significant subgroups, females (45%) and non-socio-economically disadvantaged students (52%) scored better in Reading than males (36%) and socio-economically disadvantaged students (28%). 4% of students with disabilities scored at or above proficient in ELA. 36% of African American, 40% of American Indian, 45% of Asian, 71% of Filipino, 28% of Hispanic and 58% of white students scored at or above the proficient level.

California Standards Test (CST)

Students at LHS (Grades 9-11) scoring at Advanced or Proficient levels on the California Standards Test (CST).



More information about students' performance in the specific grade levels can be found on the STAR web site <http://www.cde.ca.gov/>

In 2002-03, the percentage of students scoring on the Proficient or Advanced levels has increased from 2001-02 for all students at LHS. English Language Arts has improved by 6%, and Mathematics, Science, and Social Science by 3% each.

Additional information may be obtained from the STAR website at <http://www.star.cde.ca.gov>.

CST Subgroups

Numerically significant sub groups at LHS are listed below with their percentage of students who scored at the Proficient or Advanced levels in 2002-03.

In the other subgroups more males than females reached Proficient or Advanced levels in all subjects, except in English Language Arts, where females scored better than males. Non-socio-economically disadvantaged students scored higher than socio-economically disadvantaged students, and students without disabilities scored higher than students with disabilities in all subjects. Additional information about the CST is available on the STAR web site <http://star.cde.ca.gov/> or by speaking with the school's principal.

In 2002-03, school-wide, all students at LHS were tested in English Language Arts. No data was reported for Math, Science and Social Sciences. In 2001-02, 6% were not tested in English Language Arts. No data was reported for Math, Science and the Social Sciences. The year before, (2000-01) 4% of Lompoc School students did not test in English. No data are available for the other subjects for that year.

Of the different subgroups, all students took the English Language Arts Test in 2002-03 with the exception of 1% of white (not Hispanic), 2% of the students without disabilities and 1% of the male students. No data was reported for the other subgroups.

California Standards Test-Not Tested

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

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. 2002-2003 was the first year of the AYP and data will be reported in the future as they become available. Detailed information about AYP can be found at <http://www.cde.ca.gov/ayp/> or by speaking with the school's principal.

Lompoc Unified School District Assessments

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools must pass the CAHSEE to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE. For more information visit <http://www.cahsee.cde.ca.gov>.

Lompoc Unified School District High School Proficiency Test

631 LHS students took one or both portions of the LUSD High School Proficiency Test during the 2002-03 school year. 214 students (50.4%) passed the Language Arts portion of the test, including the writing sample. 205 students (42.7%) passed the Mathematics portion of the test. Students who have already passed the CAHSEE are not required to take the LUSD Proficiency Test.

California Physical Fitness Test (PFT)

The California Physical Fitness Test measures students' performance in six fitness standards: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. 22.5% of tested 9th grade students at LHS scored within the Healthy Fitness Zone in all six standards, compared to 25.3% district wide and 24.2% state wide. 27.6% of the males at LHS, compared to 28.7% in the District and 25.7% in the state scored in the Healthy Fitness Zone. 17.7% of females at LHS, 22.2% in the district, and 22.7% in the state performed at that level.

ACADEMIC PERFORMANCE INDEX (API) DATA

2001, 2002 and 2003 Academic Performance Index (API)

Grades 9-11

Weighted Scores:

	Base	Growth	Target	Actual
2000	586	2000/2001 602	11	16
2001	599	2001/2002 605	10	6
2002	585	2002/2003 624	11	39

The API score measures growth for California schools and compares all schools to like schools in the state.

Hispanic (not white) students scored 559, exceeding their target growth score by 47 points, white (not Hispanic) students scored 718, exceeding their growth target by 52 points, and SED students scored 557, exceeding their growth target by 46 points.

Statewide rank (1 = low, 10 = high) for LHS was 4 in 2000, 4 in 2001, and 3 in 2002. Compared with similar schools, LHS ranked 4 in 2000, 7 in 2001, and 4 in 2002.

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards-based assessments by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, Local Education Agencies (LEA) and schools must improve each year according to set requirements. LUSD made all growth targets including subgroups except for students with disabilities.

The 2003 AYP requires that 13.6% of students score at proficient or advanced levels in English Language Arts (ELA) and 16.0% in mathematics. LHS students met that requirement in ELA (29%), but not in mathematics (14%). All subgroups met the goal in ELA with the exception of English Learners and students with disabilities. In mathematics, only Asian, white and non-socio-economically disadvantaged students met this goal.

Other indicators of meeting the AYP include the graduation rate, which was 80.1% in 2003, 81.3% in 2002, and 79.4% in 2001. The district graduation rates for those years were, 80.3%, 82.7% and 80.3%.

The percentage of students who scored Proficient or Advanced at each grade level was: 24% in 9th grade, 25% in 10th grade, and 23% in 11th grade in English Language Arts; 10% (9th), 17% (10th) and 9% (11th) in Mathematics; 26% (9th), 16% (10th), and 13% (11th) in Science; and 15% (9th), 21% (10th) and 22% (11th) in History/Social Science.

Additional information may be obtained at the following website: <http://www.api.cde.ca.gov>.

Immediate Intervention Under-performing Schools Program

LHS received funding under the Immediate Intervention for Under-performing Schools (II/USP) in 2002-03, but did not qualify for II/USP in 2003.

Governor's Award Program

Based on students' performance in the STAR test, LHS became eligible for the Governor's Performance Award

Program in 2003. There is 1 school (6.3%) identified in 2003 as Program Improvement School in the District.

Title 1

LHS has been a Title 1 Program Improvement School for the past 3 years and has met the criteria to exit the program in 2003.

NCLB Drop-out/Graduation Rate

LHS student enrollment for the most recent 3-year period was 1,706 in 2000-01, 1,686 in 2001-02, and 1,689 in 2002-03. Through the continued efforts by LHS and district staff, the drop-out rate has decreased from 3.9% (67) in 2000-01 and 4.7% (80) in 2001-02 to 2.2% (37) in 2002-03.

Graduation Rate

LHS students graduated at the rates of 79.4% in 2000-01, 81.3% in 2001-02, and 80.1% in 2002-03. Detailed information regarding graduation and drop-out rates can be found at <http://cde.ca.gov/statetests/cahsee/index>.

Class Size Reduction

All class size reduction requirements have been met in grades K-3. The District is receiving Federal class size reduction funds in grades 6-9 for intervention programs. During the past 3 years, the contract between the district and the certificated bargaining unit provided for a pupil/teacher ratio of 29.6:1. Ninth grade English-Language Arts and Mathematics class sizes are reduced to an average of 20 students. In 2003 English class size average was 23.55. There were 44 classes with 1-22 students, 45 classes with 23-32 students and 1 class with more than 33 students. In 2001, there were 36 classrooms with 1-22 students, 48 with 23-32 students, and 3 with 33 or more students for a class size average of 23.55 students in the English department. In 2002 the class distribution was: 39 classrooms of 1-22, 42 classrooms of 23-32, and 6 classrooms with more than 33 students for a class size average of 23.83.

Mathematics classes were on average 23.63 students, with 25 classes of 1-22 students, 35 with 23-32 students, none with more than 33 students in 2003. In 2001 the classes had an average of 23.16 students, and in 2002 23.41. The distribution of students in mathematics classes was: 2001: 34 of 1-22 students, 22 of 23-32 students, 2 of 33 or more students, and in 2002 there were 34 classes with 1-22 students, 22 with 23-32 students and 3 with more than 33 students. Class-size averages in Science were 28.74 in 2001, 27.63 in 2002 and 27.04 in 2003. Classes were distributed as follows: 7 with 1-22 students, 27 with 23-32 students in 2001, 5 with 1-22 students, 25 with 23-32 students, and 6 with 33 or more students in 2002; and 9 with 1-22 students, 31 with 23-32 students and 1 with more than 33 students in 2003. Social Sciences classes had an average of 28.74 students 2001, 27.63 in 27.04 in 2003. Class size distribution was: 8 classes with 1-22 students, 25 with 23-32, and 13 with more than 33 students in 2001; 10 with 1-22 students, 29 with 23-32 students, and 7 with more than 33 students in 2002; 10 with 1-22 students, 32 with 23-32 students, and 5 with more than 33 students in 2003.

Subject	Avg. Class Size	2001 Number of Classrooms			Avg. Class Size	2002 Number of Classrooms			Avg. Class Size	2003 Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.55	36	48	2	23.8	39	42	66	23.02	44	45	1
Mathematics	23.16	34	22	1	23.41	34	22	3	23.63	25	35	
Science	26.53	7	27		28.42	5	25	7	26.22	9	31	1
Social Science	28.74	8	25	13	27.63	10	29	7	27.04	10	32	5

Data reported are the average class size and the number of classrooms that fall into each size category (i.e. number of students) in each subject area.

Counseling and Support Services

Each of the 4 full-time counselors at LHS services 422.25 students. There are one full-time librarian, two resource specialists, one district psychologist, and one guidance technician, eleven instructional assistants, an Outreach Consultant, two School/Community Liaisons, and three Campus Supervisors for a total of six full-time and 12 part-time staff; twelve full-time and one part time clerical staff, one school nurse and support services staff, one speech/language/hearing specialist, ten custodians, one gardener, and three ROP staff.

Teacher and Staff Information

In 2003 Lompoc High School was staffed by 84 (93.33%) fully credentialed teachers, 6 teachers (6.67%) with emergency credentials and 1 (1.11%) teacher with a waiver. No teacher at LHS was teaching outside his or her subject area. In 2001, 82 (92.68%) were fully credentialed and 7 (8.54%) held an emergency credential. In 2002, 77 (92.74%) teachers were fully credentialed and 7 (8.45%) held emergency credentials.

Highly Qualified Teachers

The State Board of Education is in the process of approving a definition for "highly qualified" teacher. Once a definition has been approved, it will be utilized in this report.

Teacher Evaluation

The District has implemented a model for teacher evaluations based on the California Standards for the Teaching Profession. Administrators present the professional development report based on classroom observations and other professional criteria to each teacher every other year. Teachers submit goals describing their personal professional development needs. New teachers are closely supervised and assisted by their consulting teacher in the Lompoc Apprentice Teacher Support System (LATSS). Tenured teachers whose performance is judged unsatisfactory are referred to the Peer Assistance and Review (PAR) program.

Professional Development

Teachers received training from several sources that included guest speakers, district in-services, as well as conferences and workshops. In 2002-03 there were 3 staff development days. To assist in curriculum improvement at all schools, the district employs teachers on special assignment

(TOSA's) who are available to share their expertise with teachers and staff. New teachers are part of the BTSA and the LATSS programs to support them in their professional development. The PAR program is an assistance program for tenured teachers who are referred to the program for unsatisfactory performance. Throughout the year, teachers also routinely participate in workshops and conferences to enhance their professional skills.

Substitute Teachers

LHS staff is able to acquire credentialed, qualified substitute teachers by requesting them from the LUSD School Employment Management System (SEMS), which filled 89.5% of absences during the 2001-2002 school year. During the 2002-03 school year 94.7% of absences were filled by qualified substitute teachers.

School Instruction and Leadership

In 2002-2003 LHS had a qualified principal who had served in various administrative positions for several years prior to his tenure at Lompoc. The Leadership team consisted of department chairpersons, administrators, and counselors. They met regularly to discuss school leadership and improvement issues. Administration involved teachers and parents in the decision making process by holding meetings with department chair persons, staff, English Learners Advisory Council, School Site Council, Title 1, GATE, and PTSA. LHS has many different programs to target at-risk, GATE, and special needs students. Students at-risk were placed in the Opportunity or Success Programs, given assistance through the Reconnecting Youth counselor, or placed in Literacy or Math intervention programs. GATE students could take advantage of accelerated programs such as honors and AP classes. Special needs students were placed in Special Day classes or the Resource Program as appropriate. English Learners were taught by specially credentialed teachers in ELD and content classes. Tutoring for students needing additional help was provided after school in the library by trained tutors and certificated teachers.

Textbooks and Instructional Materials

Textbooks used in all CORE subjects (English-Language Arts, Mathematics, History-Social Studies, and Science) are aligned with the State Board adopted content standards. Efforts are made to ensure that state-adopted textbooks are utilized in all subject areas based on the current textbook adoption cycle. LUSD has purchased new textbooks in the following subject areas: English-ELD, English Core, Foreign language (Spanish), Mathematics, Science, and Social Studies, as well as Automotive Technology, Metal Work, Industrial Arts, and Agricultural Mechanics.

Instructional Minutes

LHS offers its students in grades 9-12, 64,826 minutes of instruction annually, thus satisfying the state requirement of 64,800 minutes per school year. Passing time between classes is 5 minutes.

POST SECONDARY PREPARATION

Advanced Placement Courses

LHS offered the following AP courses: Visual and Performing Arts (1) with 7 students enrolled, English (2) with 30 students enrolled, Foreign Languages (3) with 40 students enrolled, Mathematics (1) with 20 students, Science (2) with 39 students, and Social Science (2) with 44 students enrolled. There were a total of 180 students enrolled. (Some students were enrolled in more than 1 class.)

UC a - f Requirements

57.8% of LHS students (6,131) were enrolled in courses required for University of California (UC) and California State University (CSU) admission.

In 2002-2003, 277 students graduated from LHS. Of these graduates, 111, or 40.1%, completed the UC/CSU A-G requirements. More information can be found at <http://cde.ca.gov/dataquest>.

SAT-1 College Entrance Test

In 2002-2003, 26.20% of seniors took the SAT-1 and achieved average verbal scores of 496 and 502 in math. District wide students scored 516 (verbal) and 508 (math). LHS students scored slightly higher than the state average scores of 494 in the verbal portion of the test. The state average score for math was 518. Average verbal scores for 2001 were: LHS 478, LUSD 508, and State 492. For 2002 the average verbal scores were: LHS 488, LUSD 508, and State 490. Average math score for 2001 were: LHS 487, LUSD 502, and State 516; for 2002 they were: LHS 497, LUSD 511, and State 516.

A 20-hour SAT Prep Workshop was offered to students through UCSB, designed to review English and Mathematics questions, take a practice test, and analyze the results.

School to Career

Students at LHS are prepared to enter the workforce through a network of courses and programs that provide work place preparation and on-the-job experience. Every ninth grade student takes a class in which career exploration and technology application are integrated. A variety of ROP classes are preparing students for careers after high school. The Work Experience program places students in local businesses and elementary schools for paid entry-level jobs. The Science, Technology and Robotics (STaR) program seeks out students with an interest in the field of robotics and integrates all core instruction. Those students who are not planning to enter college after graduation must complete the capstone requirements that are designed to give students exposure to a variety of career fields.

Minimum Days

There were a total of 7 minimum days for the school year. Of those, six were used during final exams, and one minimum day was scheduled for the final day of the school year.

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%

Salary Information

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same size and type as defined by Education Code 41409.

Expenditure/Services Offered

The District's general fund budget, for the 2002-2003 school year, was \$72,771,922. The average amount spent per student was \$6,528, compared to the state average for districts in the same category of \$6,770, and a state average for all districts of \$6,719. There has been a collaborative effort in the school district to provide extra funding to be used to supplement the budget for the educational program. Programs that have received additional funding include:

English Language Development, Regional Occupational Program, Health and Psychological Services, Staff Development 1882 Monies, A.V.I.D., Title 1, G.A.T.E., Truancy Intervention Program, Migrant Education, Advanced Placement, Career Technology, Peer Mediation, Safe Schools, UCSB Outreach, II/USP, Space Science Technology, Tenth Grade Counseling, Motivation/Maintenance Grant, and Ag Incentive Grant.

LOMPOC UNIFIED SCHOOL DISTRICT

LOMPOC HIGH SCHOOL

515 West College Avenue, Lompoc, CA 93436-4498 (805) 736-2371

NONPROFIT ORG.
STANDARD MAIL
U.S. POSTAGE PAID
LOMPOC CA
PERMIT NO. 19

