

A PROGRESS REPORT FOR 2001-2002

School Accountability Report Card- Abbreviated

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

Lompoc High School
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This symbol in the text indicates additional SARC information is available from the California Department of Education on the Internet at:
<http://www.lusd.org/lomhigschool.html>

Dr. Phillip Reeves, Principal

2001-2002 School Year

School Profile

Lompoc High School 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 socioeconomic population in its student body. Enrollment in 2001-2002 was 1689 students in grades 9-12. An ethnic profile of the student body is as follows: 47% Hispanic, 39% White, 6% Black, 5% Asian, 3% Other. A progression of required and elective classes in the areas of college preparation, vocational/technical, and special education are available, as all students must earn the required 230 credits for graduation.

Lompoc High School is the largest, most populated, and busiest campus in the Lompoc Unified School District. In addition to the regular day classes, LHS hosts the afternoon and evening Adult Education programs.

Afternoons, 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 five-member Northern Athletic League. The campus also serves as a community facility for several recreation programs.

The number of Limited English Proficient (LEP) students has increased to 328. Lompoc High School now employs two full time and one half time English Language Development (ELD) teachers, along with four instructional assistants to provide primary language support to students with special ELD needs. In addition, LHS employs nine Special Education Teachers servicing Learning Handicapped and Severely Handicapped students.

Information

Questions or comments may be directed to the Lompoc High School Principal's Office, telephone (805) 735-5606, ext. 402.

STUDENT ACHIEVEMENT

By LUSD policy, all LHS students are required to complete 230 credits and complete either the UC/CSU A-G requirements or a Capstone class (Capstone courses are generally a second or third year vocational course or a 360-hour ROP course). Currently, to graduate, the class of 2002 and 2003 must pass both the Mathematics and English-Language Arts Proficiency Tests. Beginning with the Class of 2004, to receive a diploma, all students in California public schools will be required to pass the California High School Exit Exam (CHSEE) along with the completion of either A-G requirements or a Capstone class. The School Accountability Report Card (SARC) for that year will report the percentage of students completing grade 12 who successfully passed the CHSEE.

Annual assessments monitor the operation of programs within the school. The California Standardized Testing and Reporting (STAR) Program and the California Standards Test (CST) are evidence of how well students are performing on state-mandated assessments. District assessments provide performance levels in regard to state-adopted curriculum. The California English Language Development Test (CELDT) assesses the ELD population, while ongoing Individual Education Plans (IEP's) are developed for Special Education students, including Resource students. Academic Performance Index (API) subgroups are monitored to evaluate and improve instructional methods.

SAT-9

The California Standardized Testing and Reporting (STAR) Program requires all state public school districts to use the Stanford Achievement Test-Ninth Edition (SAT-9) to assess each student in grades 2 through 11 in the spring of each school year. LHS students were tested in May 2002. SAT-9 assessment results are disaggregated by subpopulations, including each grade level. The 2002 SAT-9 results are illustrated in the grade level charts at the right, showing mean national percentile rank in scores for the three most recent years.

SAT-9 Subgroups

The student population's scores are disaggregated into the numerically significant subgroups: males / females, English Learners / Non-English Learners, Socio-economically Disadvantaged / Not Disadvantaged. In Mathematics and Reading, female students scored higher than males, except in 11th grade Mathematics. Non-English Learners and Not Socio-economically Disadvantaged students scored highest in 9th grade. The racial/ethnic groups represented at Lompoc High School were African American, Asian American, Hispanic/Latino and White (Not Hispanic). In these groups, Whites (not Hispanic) had the highest share of students scoring above the 50th percentile, followed by Asian Americans, African Americans and Hispanics/Latinos.

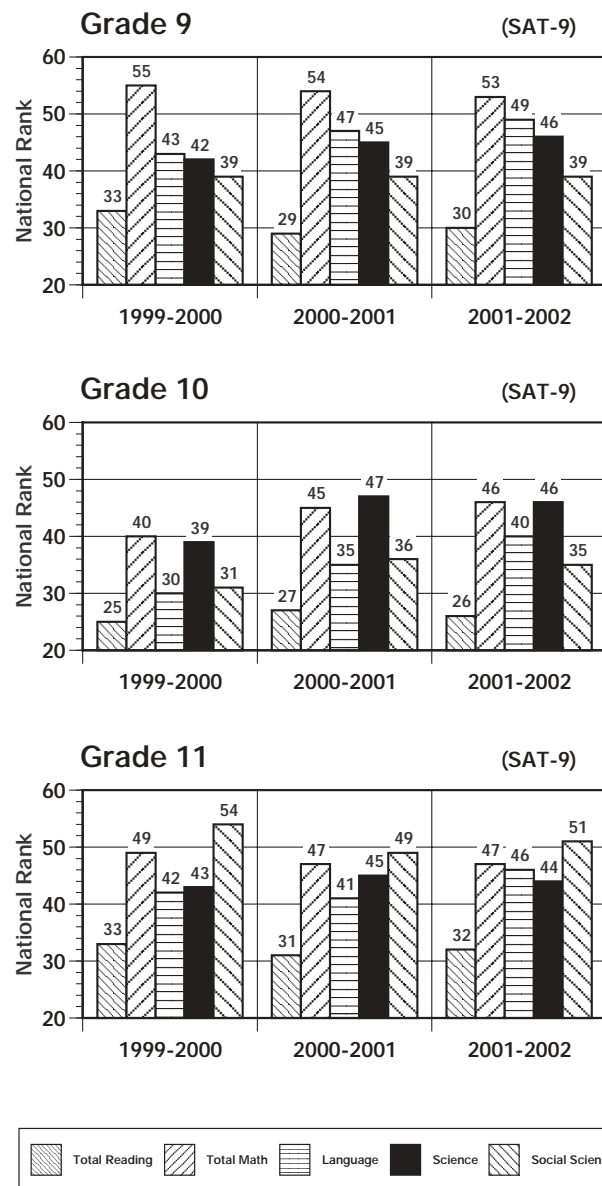
California Standards Test (CST)

The California Standards Test (CST) shows how well students are doing in relation to the state content standards. The five performance levels are Advanced (exceeds standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced levels have met state standards in that content area. The percentage of students who scored Proficient or Advanced at each grade level is: 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.

CST Subgroups

In English Language Arts female, Non-English Learners, and Not Socio-economically Disadvantaged students scored higher than the other subgroups with 10th grade students scoring highest. In Science and History / Social Science the subgroups performed about equally, with the exception of English Language Learners and Migrant Education Services students. Native Americans and Whites (Not Hispanic) scored highest in all areas, followed by Asian Americans, African Americans, Filipino Americans and Hispanics/Latinos.

Lompoc High School pupil achievement by grade level, as measured by SAT-9, taken in May, 2001.



District Assessment

Passing the LUSD High School Proficiency Test is a requirement for graduation. Students take exams in Mathematics, Reading and English Language Arts, including a writing sample. Of the 804 students who took the test during the 2001/02 school year, 327 (40.6%) passed the Language Arts portion of the test, and 402 students (50%) passed the Mathematics portion of the test.

California Physical Fitness Test

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. 23.5% of tested 9th grade students scored within the Healthy Fitness Zone in all six standards.

SAT College Entrance Test

The SAT-1 Reasoning Test is one of the tests available from The College Board that students voluntarily take for college entrance. 27% of seniors took this test and scored an average of 488/800 Verbal score and 497/800 Math score. 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.

Attendance/Progress Toward Reducing Dropout Rate

The administrative and instructional personnel at LHS firmly believe that a student's academic success will closely parallel his or her attendance success. To increase student attendance the following measures have been implemented: 1) period by period attendance, 2) same day (of absence) home notification by automatic calling machine, and 3) a bilingual liaison that telephones parents if they have not cleared their students' absences within 24 hours.

Over the course of the year, LHS enrolled 302 new students and 231 of our students transferred out. The figures reflect a 18% "turn over" of new students that must transition and acclimate to Lompoc High School's culture and expectations.

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Enrollment Data System (CBEDS). Dropout rates have fluctuated by about 1% over the most recent three-year period. LHS staff continues to work through school, district, and community programs addressing truancy and dropout prevention.

	1999	2000	2001
Enrollment	1,659	1,706	1689
Number of Dropouts	66	67	80
Dropout Rate	4.98%	3.9%	4.74%

Expenditure/Services Offered

The District's general fund budget, for the 2001-2002 school year, was \$68,750,316. The average amount spent per student was approximately \$6,181, compared to the state average for districts in the same category of \$6,412, and a state average for all districts of \$6,360. 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.
- Mentors
- Truancy Intervention Program
- Industrial Technology Grant
- Migrant Education
- Advanced Placement
- Career Technology
- Peer Mediation
- T.U.P.E.
- Safe Schools
- UCSB Outreach
- II/USP
- Digital High School
- Space Science Technology
- Tenth Grade Counseling
- Motivation/Maintenance Grant
- Ag Incentive Grant

Class Size and Teaching Load

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. Ninth grade English-Language Arts and Mathematics class sizes are reduced to an average of 20 students. Overall LHS departmentalized programs for distribution of teaching loads and average teaching load per class is as follows: English-23.78, Math-23.30, Science-27.92, and Social Studies-27.17.

Professional Assessment

Lompoc High School is staffed by 83 certificated faculty members, 77 of whom are fully credentialed and 7 are working with emergency credentials. None of the teachers are working outside their subject areas or with waivers.

Textbooks/Instructional Materials

Textbooks utilized 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. Currently, 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.

Counseling/Student Support Services

The availability of qualified personnel to provide pupil support services includes: four full-time counselors, one full-time counseling technician, fourteen clerical staff, one full-time librarian, one library clerk, one district psychologist, one school nurse and support staff, one speech/language/hearing specialist, two resource specialists, thirteen instructional assistants, ten custodians, one gardeners, three ROP staff, three campus supervisors, and other qualified support staff.

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.

School Facilities/Safety/Climate

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. 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.

The culture and climate of LHS is considered to be very positive. 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 and mathematics), ELD double instructional blocks, Peer Mediation classes, SUCCESS Program, AVID (Advance Via Individual Determination), Developmental Reading, GATE, AP courses, Honors courses, DARE, SST (Student Study Team), Title 1, Free and Reduced Lunch Program, among others.

Every staff member understands the importance of making positive contributions to school-wide and departmental goals, including the Expected School-wide Learning Results (ESLR's). Working together, the staff and students have cooperated in sharing information to help ensure the safety of all. Whether the information helps resolve a conflict non-violently or addresses inappropriate behavior on campus, students share the responsibility for keeping LHS safe. The administration, department chairpersons, and the School Site Council (SSC) regularly assess all program areas and make recommendations for improvement.

Teacher Evaluation

The effective and accurate evaluation of employees is an important goal to ensure high quality service to students. The District has implemented a model for teacher evalua-

tions based on the California Standards for the Teaching Profession, carried out by site administrators who have been trained in compliance with state and district regulations. Teachers are evaluated in six standards: Standard I-Engaging and Supporting All Students in Learning; Standard II-Creating and Maintaining Effective Environments for Student Learning; Standard III-Understanding and Organizing Subject Matter for Student Learning; Standard IV-Planning Instruction and Designing Learning Experience for All Students; Standard V-Assessing Student Learning; and Standard VI-Developing as a Professional Educator. Additionally, a Peer Assistance and Review (PAR) program is in place, along with the Lompoc Apprentice Teacher Support System (LATSS) program. The purpose of the LATSS is to provide support and assistance to new teachers. The purpose of PAR is to provide quality support and assistance to tenured teachers, who have been referred to the Trust Agreement Panel for having unsatisfactory performance.

The District provides staff development for all teachers through three "buy-back days," which give staff the opportunity to work with each other and/or participate in district sponsored lectures and workshops.

Student Discipline

LHS administration makes its 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 2001-2002, the number of suspensions dropped, possibly due to a determined effort in the homerooms to make students aware of the zero tolerance and near-zero tolerance programs, and closer reading of the LHS Student-Parent Handbook. Suspensions have declined and expulsions have varied over the three most recent years.

	2000	2001	2002
Enrollment	1706	1686	1689
Suspensions	10.5%	8.8%	6.7%
Suspension (District)	N/A	N/A	N/A
Expulsions	1.46%	1.48%	.59%
Expulsions (District)	.65%	.62%	.42%

Teacher/Staff Training

Teacher in-service and staff training take place throughout the school year addressing essential areas, such as curriculum, instructional strategies, secondary literacy/reading, technology, school safety, etc. Departments meet regularly to align curriculum to State and District standards, with a special emphasis being placed on the CHSEE. All departments have plans that compare with State descriptions of ideal programs and identify areas of improvement. Teachers submit goals in support of the departmental and school goals and their professional/personal development needs.

Mentor teachers are employed by LUSD to assist instructional departments and/or teachers. Teachers may attend

conferences and workshops outside the district, as well as attend site and district in-service opportunities. LHS and LUSD offer three staff development days for the school year, and an average of three days per year over the past three most current years.

Quality of School Instruction and Leadership

Under the direction of the principal, the School Leadership Team works within the SSC to monitor school-wide efforts to research, review, adopt, implement, and evaluate all programs utilized at LHS. Each department holds meetings regularly to plan and evaluate instructional methods. Departments are very collaborative and team oriented ensuring a high quality of instruction for all students. Department chairs are responsible to address the needs of staff through classroom visits, peer visitations, review instructional strategies and plan staff development. Counselors meet regularly to develop class schedules, monitor students' progress, and address needs of under-performing students through team collaboration on modifying schedules, periodic grade checks, and student/parent conferencing.

Students' Preparedness to Enter the Workforce

All students at LHS are provided a comprehensive experience that prepares them to become productive citizens in an

ever-changing society. Students progress annually in reading and math, succeed in completing the state high school requirements and graduate. They communicate effectively, demonstrate skill in technology, think critically, contribute to our school community, and chart personal pathways for growth in school and career. Of the 486 students who participated in Career / Technical Education Programs, 91% completed the program.

Instructional Minutes

Lompoc High School 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.

Minimum Days

The total number of minimum days for the school year was seven. Of those, six were used during final exams for each of two semesters, and one minimum day was scheduled for the final day of the school year.

Advanced Placement Courses

The Advanced Placement (AP) program gives students an opportunity to take college-level courses and exams while still in high school. LHS offers the following AP courses: Visual and Performing Arts (1), English (2), Foreign Languages (3), Mathematics (1), Science (3), and Social Science (2). There are a total of 98 students enrolled.

ACADEMIC PERFORMANCE INDEX (API) DATA

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.

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 2001 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.

The statewide median high school API is 647, up from 636 in 2001. The median means that one half of the schools are at or above that number, and half are below.

2000, 2001 and 2002 Academic Performance Index (API) Grades 9-11 Weighted Scores:					
	Base		Growth	Target	Actual
1999	576	1999/2000	586	11	10
2000	586	2000/2001	602	11	16
2001	599	2001/2002	605	10	6

Results of the Stanford Achievement Test Ninth Edition (SAT-9) and, for the first time, the California Standards Test, given in the spring as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate each school's API. In grades 9-11, the API measures performance in mathematics, reading, language, history / social, and science. Grade 12 is not tested. Lompoc High School's API has fluctuated over the past 3 year period.

Subgroups

Base scores for white and socio-economically disadvantaged students fluctuated slightly, while the base score for Hispanic/Latino students consistently rose. The API Growth scores for the same groups showed a rise for white students and fluctuations for the Hispanic/Latino and socio-economically disadvantaged subgroups.

The API, including the disaggregation of subgroups, the decile rankings and a comparison of schools are posted on the California Department of Education Web site at <<http://api.cde.ca.gov>>.

LHS qualified and received a grant for Immediate Intervention for Under-performing Schools Program (II/USP) pursuant to Section 52052. These funds will address school-wide and district wide barriers for improvement in student achievement and underlying causes for low performance, including parental and community involvement. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets have been established for the school. The grant includes monitoring the alignment of the state core content standards with instructional materials adopted by the State Board of Education. LHS did not qualify for the Governor's Performance Award Program.

California High School Exit Exam (CHSEE)

Students planning to graduate in 2004 will have to pass the California High School exit Exam establishing proficiency in English Language Arts and Mathematics.

Subgroups

Performance results of students in the different subgroups will be reported as

Organized Opportunities

The SSC is the local board made up of parents, staff, community members, and students that governs most programs at LHS. The SSC president can be reached through the school's counseling office for information. The English Learners Advisory Committee (ELAC) offers guidance for programs that involve second language learners. A site community liaison is available to provide information. For information and schedules for all organized opportunities, please contact the school principal at (805) 735-5606.

Community involvement is of utmost importance to the people and programs at LHS. The Spring Senior Awards Night highlights this participation. In 2001-2002, more than 80 scholarships were awarded to deserving seniors, with much of the money raised locally by service organizations. In the fall of 1992, LHS chartered a Parent Teacher Student Association (PTSA). Currently, over two hundred-fifty parents have joined and its leaders are anticipating increased parental and student involvement with the teachers and administrators. The PTSA president can be reached through

the school for information and meeting dates. Other programs that support community involvement are: Work Experience Program, Youth Force Program, Workability Program, Vocational Training, ROP Program, California Scholarship Federation, Friday Night Live, Younger-Older Conference, Flower Festival Queen, Lompoc Valley Youth Leadership, Every 15 Minutes and other community-based programs. For more information contact the principal.

UC and CSU Requirements

In 2001-2002, 321 students graduated from LHS. Of these graduates, 125, or 39%, completed the UC/CSU A-G requirements. The remaining 196 graduates met the Capstone requirements for Vocational Education Sequence of Courses.

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.

Salary Information

Average salary data is based on salaries actually paid to teachers. Beginning teachers (\$34,000) are those teachers in their first year of teaching. Mid-range teachers (\$54,801) are those with ten years of experience and a bachelor's degree plus 60 semester units. The highest teachers' salary in the district is \$66,095. State average salaries for districts in the same category are: beginning teacher salary - \$34,802; mid-range teacher salary - \$54,455; highest teacher salary - \$68,887. The percentage of LUSD district budget for teacher salaries is 44.33%, compared to state average for districts in the same category of 43.85%.

Administrative salaries in the LUSD consist of 4.67% of the district budget, compared to 5.35% of the state average for districts in the same category. The LUSD district average principal's salary is \$85,324, plus additional compensation that includes an allowance for health and dental plans, compared to state average for districts in the same category of \$90,651. The LUSD district superintendent salary is \$125,467, compared to state average for large unified districts in the same category of \$135,657.

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

	Large Unified	LUSD
Beginning Teacher	\$34,802	\$34,000
Mid-range Teacher	\$54,455	\$54,801
Highest Teacher	\$68,873	\$66,095
Principal	\$90,651	\$91,990
Superintendent	\$135,657	\$125,467
Budget percentages		
for teacher salaries	43.85%	44.33%
for administrative salaries	5.35%	4.67%

COMPREHENSIVE SCHOOL SAFETY PLAN

A School Crime

The California Safe Schools Assessment (CSSA) incident reporting began in July of 1995, as mandated in the Penal Code (¶628). 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. The Comprehensive School Safety Plan was reviewed with the faculty on November 14, 2001.

Drug & Alcohol Offenses	Crimes Against Persons	Property Crimes	Other
Use of Alcohol/Drugs: 1	Assault w/ Deadly Weapon: 0	Arson: 0	Bomb Threat: 0
Possession of Alcohol: 0	Battery: 8	Burglary: 0	Destructive/ Explosive Devices: 0
Possession of Drugs: 3	Homicide: 0	Graffiti: 0	Loitering/ Trespassing: 0
Possession of Paraphernalia: 4	Robbery/ Extortion: 0	Theft: 0	Possession of Weapons: 2
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 1	
Sale and/ or Furnishing of Alcohol/ Drugs: 0			

B 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.

C Disaster Procedures

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

D 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.

E 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.

F 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 (I) in the School District is provided to parents and students on page 13 of the First Day Packet, Form D-200a.

G 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.

H 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.

I 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.

J 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.

K 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 2001-2002 public meeting to review the plan was held November of 2001.

LOMPOC UNIFIED SCHOOL DISTRICT

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