



Lompoc High School is committed to providing a strong instructional program for each of its sites, which is supplemented by a set of behavioral standards developed by Lompoc High School. The program's design establishes guidelines to provide students with a meaningful, productive, and safe learning environment. 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 Lompoc High School's discipline program is to provide students with opportunities to learn self-discipline through a system of incentives. Students that improved their CST level on any STAR test earn incentives. Parents and students are informed of discipline policies at the beginning of each school year through the student/parent handbook and orientation.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	4.6%
American Indian	0.6%
Asian	3.4%
Caucasian	23.5%
Filipino	1.0%
Hispanic or Latino	59.2%
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Multiple or No Response	7.4%

### Discipline & Climate for Learning

Students are referred to SARB when they have persistent attendance 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 affect learning.

Regular attendance, punctuality, and promptness at Lompoc High School are necessary parts of the learning process and are critical to academic success. Education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, and students are informed of these policies at the beginning of each school year through the student/parent handbook and orientation.

Regular daily attendance is a priority at Lompoc High School. Parents are notified of their child's attendance status through the Lompoc High School Attendance Reporting System. Absences are directed to the appropriate authorities, including the Board (SARB).

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	248	381	360	1737	1482	1820
Suspension Rate	15.1%	23.3%	23.3%	15.7%	13.7%	17.2%
Expulsions	5	11	12	23	24	21
Expulsion Rate	0.3%	0.7%	0.8%	0.2%	0.2%	0.2%

### School Attendance

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Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	1.35%	1.65%	2.88%
Graduation Rate	93.00%	89.20%	87.60%

### Teacher Assignment

Teacher assignments represent the number of teachers who did not meet the State of California guidelines.

	Teacher Credential Status			
	School	District	05-06	06-07
Fully Credentialed	72	72	72	500
Without Full Credentials	1	2	5	21
Working Outside Subject	14	13	14	45

Teacher assignments represent the number of teachers who did not meet the State of California guidelines.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	11
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>11</b>
Vacant Teacher Positions	0	0	0

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	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.0%	6.0%
District	95.9%	4.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.0%	5.0%







## Physical Fitness

Physical fitness is an important part of a healthy lifestyle. It helps reduce the risk of chronic diseases, such as heart disease, diabetes, and obesity. Regular physical activity also improves mental health and overall quality of life. The Physical Fitness Test (PFT) is a standardized test used to measure a student's physical fitness. It consists of three parts: a mile run, a push-up test, and a sit-up test. The results of the PFT are used to determine a student's fitness level and to track progress over time.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
9th Grade	
School	Percentage
School Overall	35.6%
School (Boys)	35.2%
School (Girls)	36.0%
District	Percentage
District Overall	41.3%
District (Boys)	41.7%
District (Girls)	41.0%
State	Percentage
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

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

## Completion of High School Graduation Requirements

Completion of high school graduation requirements is a key milestone for students. It ensures that students have met the necessary criteria to earn a high school diploma. The requirements typically include a certain number of credits in core subjects such as English, mathematics, science, and social studies. Students who complete these requirements are eligible to apply for college or enter the workforce. The data below shows the percentage of students who have successfully completed these requirements at the state, district, and school levels.

Completion of High School Graduation Requirements			
	School	District	State
All Students	85.0%	88.0%	*
African American	73.0%	85.0%	*
American Indian	100.0%	100.0%	*
Asian	94.0%	92.0%	*
Filipino	100.0%	92.0%	*
Hispanic or Latino	83.0%	83.0%	*
Caucasian	89.0%	92.0%	*

\* Data was not available at the time of publication.

## College Entrance Information

California high school students have two options for attending public college: the California State University (CSU) system and the University of California (UC) system. Each system has its own set of admission requirements and application processes. Students should carefully review the requirements for the system they wish to attend and prepare accordingly. The College Entrance Information section provides details on the application process, including how to apply, what to expect on the application, and how to prepare for college. It also includes information on financial aid and scholarship opportunities.

All courses must be completed with a grade of "C" or better. The College Entrance Information section provides details on the application process, including how to apply, what to expect on the application, and how to prepare for college. It also includes information on financial aid and scholarship opportunities.

## College Preparation

Lompoc High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and through a partnership with Allan Hancock College. Lompoc High School provides its students a wealth of resources to help them prepare for college. These resources include college preparation courses, college counseling, and college fairs. The school also offers information on the application process and financial aid.

Students who successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). The College Entrance Information section provides details on the application process, including how to apply, what to expect on the application, and how to prepare for college. It also includes information on financial aid and scholarship opportunities.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	61.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	25.2%

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

## Advanced Placement

Lompoc High School offers Advanced Placement (AP) courses for students who are interested in challenging coursework and earning college credit. AP courses are designed to be equivalent to the first-year college courses. Students who complete AP courses with a grade of 3 or higher are eligible to receive college credit. The AP courses offered at Lompoc High School include AP English, AP Mathematics, AP Science, and AP Social Science.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	142
Fine and Performing Arts	1	33
Foreign Language	1	16
Mathematics	1	20
Music	1	7
Science	1	28
Social Science	1	50
Totals	8	296
Percent of Students in AP Courses		3.1%

## Work Force Preparation

It is the goal of Lompoc High School that students understand the importance of work force preparation. The school offers a variety of programs and activities designed to help students develop the skills and knowledge needed to succeed in the workforce. These programs include career counseling, job shadowing, and work-based learning experiences. The school also offers information on the job application process and how to prepare for an interview.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Tenth grade students are encouraged to explore career opportunities and facilitate the selection of a career path based on individual interests, goals, strengths, and abilities.



to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, harassment policies, and dress code guidelines. The plan was last updated in consultation with local law enforcement in order to comply with state and federal categorical funding for special programs. For each student in Federal and State aid for the following categorical, special education, and support programs:

### District Expenditures

Expenditures per Pupil

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,287
From Restricted Sources	\$1,126
From Unrestricted Sources	\$5,161
District	
From Unrestricted Sources	\$4,947
Percentage of Variation between School & District	4.33%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	2.62%

### District Revenue Sources

receives State and Federal categorical funding for special programs. For each student in Federal and State aid for the following categorical, special education, and support programs:

- State
- Federal
- Local
- Other

### Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and administrators as a percentage of the district's budget, and compares it to the average salary at the state level.

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 state level.

Average Teacher Salaries	
School & District	
School	\$59,845
District	\$63,642
Percentage of Variation	5.97%
School & State	
State	\$63,458
Percentage of Variation	5.70%

### Data Sources

Data sources include state and district salary schedules, and district financial reports.

