

A PROGRESS REPORT FOR 2002-2003

School Accountability Report Card

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

El Camino Middle School
320 North J Street
Lompoc, California 93436

Home of the Panthers
Est. 1999

Additional SARC information is available from the California Department of Education on the Internet at <http://www.lusd.org/elcamino1.html>

Kathleen Woods, Principal

2002-2003 School Year

From the Principal

El Camino Middle School (ECMS) educates students living in the residential section of Lompoc, California. Our enrollment for 2002-2003 was 525 students. The instructional program at ECMS stresses access to the core curriculum for all of our students. The curriculum is appropriately aligned with state standards. ECMS also helps prepare students for college by offering courses in Spanish, Math I, and Science. Courses in Computer Technology are also offered. Our English Learner population is twenty-six percent. Sixty-four percent of our students qualify for free or reduced lunch. Our ethnic balance has remained about the same at 70% minority population (African-American 7%, American Indian or Alaska Native 1%, Asian 2%, Filipino 1%, Hispanic or Latino 58%, Pacific Islander 1%, White not Hispanic 27%). Additionally, we have many opportunities for students to be involved in activities such as Associated Student Body (ASB), California Junior Scholarship Federation (CJSF), Conflict Management, Band, Strings, Choir, the school newspaper, yearbook, community contests and competitions such as PTSA Reflections and Drug Awareness, and various noon and after school clubs and intramural sports. An Activities Director plans and facilitates dances, fundraisers, and various activities that increase student involvement and community awareness.

Parent Involvement Opportunities

Parents are invited and encouraged to join the many opportunities for involvement with their children's education at El Camino Middle School. We have an active and productive Parent-Teacher-Student Association (PTSA) that helps us not only with fund raising, but also in providing much needed help to both staff and students. Parents and students take part in the School Site Council, which helps establish goals for the school and makes decisions on how money is spent. The English Learners Advisors Committee (ELAC) meets monthly to discuss parental concerns and upcoming school events. Parents are regularly invited to visit classes and attend special events such as Open House and Back-to-School Night. At ECMS, Parent-Teacher-Student Conferences are scheduled with all of our parents both in the fall and spring. Attendance at the Fall Parent-Teacher-Student Conferences reached 477 (96%) and 482 (96%) attended the Spring Conferences. Parents and staff are involved in many fundraisers to provide support for our varied programs including band, strings, choir, fine arts, P.E. and ASB (Student Council), and Service Learning.

If you have any questions about community involvement or how you may become involved, please contact the Principal at 735-4543 for more information.

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 (¶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 crimes. 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

Drug & Alcohol Offenses	Crimes Against Persons	Property Crimes	Other
Use of Alcohol/Drugs: 0	Assault w/ Deadly Weapon: 0	Arson: 0	Bomb Threat: 0
Possession of Alcohol: 0	Battery: 17	Burglary: 0	Destructive/ Explosive Devices: 0
Possession of Drugs: 5	Hom icide: 0	Graffiti: 0	Loitering/ Trespassing: 0
Possession of Paraphernalia: 1	Robbery/ Extortion: 0	Theft: 4	Possession of Weapons: 5
Possession of Alcohol/Drugs for Sale: 0	Sex Offenses: 0	Vandalism: 3	
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-1 84b). 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. The School Safety Committee updated this plan in October 2002 and staff reviewed it in November 2002.

Suspension and 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's 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 (I) in the School District is provided to parents and students on page 13 of the first day packets, Form D-200a.

School Wide Dress Code per Education Code 35183

Dress codes for student's safety may be established following Education Code 35183. However, schools may establish dress standards that enhance student's 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

Per Education Code 35291 the school provides each student's parent/guardian with the District's 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

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. This meeting was held on December 2, 2002.

School Facilities

A major focus at ECMS is a safe and orderly school environment. Campus supervision consists of 1-2 administrators, one school safety/community liaison, and teacher-assigned campus supervision. The campus is supervised prior to the start of the school day, during both lunches, during passing periods, and at school dismissal. Before going on campus, visitors are asked to check in at the office where they receive a visitor's pass that authorizes their visit on campus.

In addition to administrative assistance, students have the option of working through their conflicts with trained peers through our conflict resolution program. Throughout the school year, we have at least four safety/behavior presentations.

Most of the campus buildings are approximately 35 years old. When repairs are needed the lead custodian is informed. If the nature of the problem requires district support, a work order is submitted. The custodial staff cleans the grounds, classrooms and restrooms daily.

Classroom Discipline and Climate for Learning

In 2002-2003 there were 250 suspensions 49.3% (269 in 2001-2002 54%, 266 in 2000-2001 55.8%). Lompoc Unified School District recorded 1740 suspensions 15% (1594 in 2001-2002 13.7%, 1361 in 2000-2001 11.7%). ECMS recommended (5) students for expulsion 1.0% (10 in 2001-2002 2.0%, 6 in 2000-2001 1.3%). Lompoc Unified School District recorded (59) students for expulsion 0.5% (49 in 2001-2002 0.4%, 72 in 2000-2001 0.6%). Campus supervision is a key in providing a safe school atmosphere. During our two lunch periods one or two administrators, three noon aides, and our school safety/community liaison are out at lunch with the students.

PUPIL ACHIEVEMENT

Student achievement is regularly celebrated and recognized at ECMS. We are proud of our students who exhibit academic success, diligence, effort, regular attendance, and service to our school. These students are recognized at special assemblies held at the end of each quarter.

California Achievement Test 6th Edition (CAT-6)

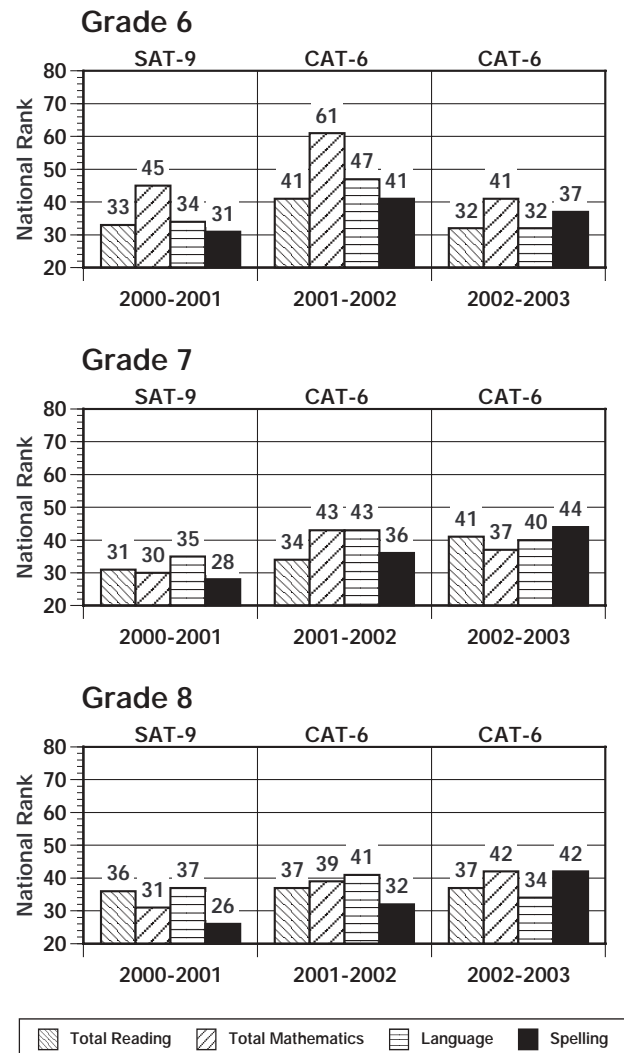
The California State Standardized Testing and Reporting (STAR) Program requires that all public school districts in California use the California Achievement Test Sixth Edition (CAT-6) test to assess each student in grades 2 through 11 in the spring of each school year. The CAT-6 was administered to our students in April 2003. Percent of all El Camino students at or above the 50th percentile in 2001 was 31 in reading and 30 in math. Percent of all El Camino student at or above the 50th percentile in 2002 was 37 in reading and 44 in math. Percent of all El Camino students at or above the 50th percentile in 2003 was 34 in reading and 39 in math. Additional information can be viewed at the STAR Web Site <http://star.cde.ca.gov>.

CAT-6-All Students

In 2002-2003 all three grades (6-8) took the CAT-6 test. The National Percentile ranking is displayed in the accompanying charts. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education web site at <http://star.cde.ca.gov> or by speaking with the school principal.

CAT-6 Subgroups

Data is provided for subgroups for the areas of math and reading. The data is disaggregated for specific subgroups. These subgroups include gender, race/ethnicity, English learner/non English learner, and socio-economically disadvantaged/non socioeconomically disadvantaged. The percentages indicate how many students are meeting or exceeding state standards. (See CDE template).



In 2002-2003 CAT-6 reading and math subgroup grades 6-8 are as follows:

- Male students scored 33% in reading and 38% in math.
- Female students scored 35% in reading and 41% in math.
- English Learner students scored 5% in reading and 15% in math.
- Socioeconomically Disadvantaged (yes) scored 33% in reading and 39% percent in math.
- Socioeconomically Disadvantaged (no) scored 34% in reading and 39% percent in math.
- Students With Disabilities (yes) scored 23% in reading and 10% in math.
- Students With Disabilities (no) scored 35% in reading and 41% in math.
- African-American students scored 42% in reading and 34% in math.
- Asian students scored 23% in reading and 46% in math.
- Hispanic or Latino students scored 23% in reading and 33% in math.
- White (not Hispanic) students scored 58% in reading and 55% in math.

California Standards Test (CST)

The California Standards Tests (CRT) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Percent of all El Camino students at or above the proficient or advanced level in 2001 in English was 14 percent. Percent of all El Camino students at or above the proficient or advanced level in 2002 was 22 percent in English and 16 percent in math. Percent of all El Camino students at or above the proficient or advanced level in 2003 in English was 24 percent, 22 percent in math. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at or by speaking with the school principal. Note: to protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Subgroups

The percent of all El Camino English learners scoring at or above the proficient or advanced level in 2003 in English was 2 percent, in math 8 percent. The percent of all El Camino Socio-economically disadvantaged students scoring at or above the proficient or advanced level in 2003 in English was 28 percent, in math 28 percent. The percent of all El Camino students with disabilities scoring at or above the proficient or advanced level in 2003 in English was 10 percent, in math 6 percent. African-American students scoring at or above the proficient or advanced level in 2003 in English was 22 percent, math 22 percent. The percent of Asian students scoring at or above the proficient or advanced level in 2003 in English was 8, and 28 in math. The percent of Hispanic or Latino students scoring at or above the proficient or advanced level in 2003 in English was 14, and 18 in math. The percent of White (not Hispanic) students scoring at or above the proficient or advanced level in 2003 in English was 14, and 18 in math Data is provided for subgroups for the areas of reading and math. The data is disaggregated for specific subgroups. These subgroups include English learner / non English learner, socio-economically disadvantaged / non-socioeco-

nomically disadvantaged, male/female, and race/ethnicity. The percentages indicate how many students are meeting or exceeding state standards. The testing participation rate percent for all El Camino students in 2002-2003 was 99 percent. The API Internet reports for schools are posted on the California Department of Education Web site at <<http://api.cde.ca.gov>>.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at: <http://api.cde.ca.gov> or by speaking with the school principal.

Lompoc Unified School District Assessments

Students performing at or above grade level standards (GLS):

Reading				
	2000	2001	2002	2003
6th	15.3	18.8	19.8	53.5
7th	30.4	19.7	23.4	50.3
8th	48.6	32.3	42.6	72.5
Mathematics				
	2000	2001	2002	2003
6th	92.5	85.9	71.4	72.9
7th	78.0	52.8	46.1	33.9
8th	89.0	84.7	72.3	52.5

Physical Fitness Testing

In 2002-2003, all 7th grade Physical Education students were given six (6) physical fitness standards to complete. The six (6) standards included aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength and flexibility. The percentage of students performing in the healthy fitness zone in all six standard areas was 31.3%. The percentage of males performing in the healthy fitness zone for all six (6) standards was 32%. The percentage of females performing in the healthy fitness zone for all six (6) standards was 30.4%. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at

ACADEMIC PERFORMANCE INDEX (API) DATA

2001, 2002 and 2003 Academic Performance Index (API)

Grades 6-8

Weighted Scores:

	Base		Growth	Target	Actual
2000	545	2000/2001	541	13	-4
2001	550	2001/2002	627	13	77
2002	616	2002/2003	659	9	43

The API is the cornerstone of the Public Schools Accountability Act (PSAA - Senate Bill IX), a bill sponsored by Governor Gray Davis and signed into law in April 2001. 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. A numeric index 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. ECMS API Base Score in 2000 (545), 2001 (550), 2002 (616). API Growth Score from 2000-2001 (541), 2001-2002 (627), 2002-2003 (659). The Growth Target for 2000 (13), 2001 (13), 2002 (9). The Actual Growth was 2000-2001 (-4), 2001-2002 (77), 2002-2003 (43). El Camino's Statewide Rank for 2000 (3), 2001 (2), 2002 (7). El Camino's Similar Schools Rank for 2000 (4), 2001 (2), 2002 (7).

Results of the California Achievement Test sixth Edition (CAT-6), 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 2-8, the API measures student performance in mathematics, reading, language, and spelling. API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at or by speaking with the school principal

Immediate Intervention Under performing School Programs

Because our API went from 545 (1999-2000) to 541 (2000-2001), ECMS qualified for the Immediate Intervention Under performing Schools Program. We chose not to participate in this program, and implemented other options available to us. There was one school in the Lompoc Unified School District identified for school improvement under section 1116(c)

Governor's Performance Award Program

In 2002-2003 ECMS improved 43 API points, reaching an API of 656. EMCS then qualified for the Governor's Performance Award.

ESEA Title I

Based on our 2002-2003 API, we did not qualify for the Title I Distinguished/Achieving School Improvement Program. We were not identified for Title I Program Improvement and, therefore, did not have to meet any criteria for exiting Title I Program Improvement.

In 1999-2000, our first year as a comprehensive middle school, our API base score was 545 with a 2000-2001 growth target of 13. The

statewide rank was 3, and compared to similar schools, ECMS ranked 4.

In 2000-2001 our API base score was 550. Both statewide and similar schools rankings were a 2. Our 2001-2002 target growth was again set for 13.

In 2001-2002 our API growth score was 627. Our actual growth was 77 points which was 63 points over our targeted growth. Our Hispanic subgroup met an

actual growth of +76 points, our white subgroup +101 points, and our socio-economically disadvantaged +71. The percentages of students achieving at the proficient or advanced level (meeting or exceeding the state standard in the Lompoc Unified School District are:

LUSD.....English: 2001 (33), 2002 (35), 2003 (37) Math: 2001 (NA), 2002 (26), 2003 (29)

State.....English: 2001 (30), 2002 (32), 2003 (35) Math: 2001 (NA), 2002 (31), 2003 (35)

Student achievement is regularly celebrated and recognized at ECMS. We are proud of our students who exhibit academic success, diligence, effort, regular attendance, and service to our school. These students are recognized at special assemblies held at the end of each quarter.

Class Size Reduction

El Camino Middle School's average class size and teaching load are within the negotiated limits established by the agreement with the teacher's union. The average classroom size in the District is 29.6 students per classroom. 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. The following academic department numbers represent the average class size in each department and do not include the intervention classes:

	English	Math	Science	Social Studies
2000	21.9	21.9	30.1	29.1
2001	21.3	20.9	25.6	25.7
2002	21.3	23.0	26.8	25.0
2003	20.96	23	26.54	25.18

Counseling and Support Services

ECMS has one counselor, one school safety/community liaison and a half-time bilingual community liaison. Counseling intervention includes a Conflict Resolution Trainee program in which students are trained in mediation and problem solving skills and are available to assist other students to solve problems in positive ways.

There are a number of support systems in place to help students with academic, social, and emotional issues including:

- Student Study Team
- Early Academic Outreach Program (UCSB)
- Resource Program
- Truancy Intervention Program
- Interdisciplinary grade level teams
- CODE Program
- Conflict Resolution Program
- CAL-Soap
- Counseling groups

ECMS also has the Enterprise program to assist at-risk students. In addition, the District has developed a Pass with a Plan program, which increases the success of at-risk students by documenting assessments, academic progress, supplemental programs, and assistance.

Teacher and Staff Information

All ECMS teachers hold valid California Teaching Credentials. If it becomes necessary to assign teachers outside their credential subject area, all state guidelines are followed. In the event that regular ECMS teachers are absent from their classrooms, their substitutes have either the appropriate credentials or a waiver. In 2000, of the twenty-two full time teachers on staff all were fully credentialed, none were on emergency credentials, and none were on waivers. In 2002-2003, of the twenty-seven full time teachers on staff twenty-four were fully credentialed, three were on emergency credentials, and none were on waivers.

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement

that LEAs include these data will not apply to reports published during the 2003-04 school year.

Teacher Evaluation

The terms of the teacher evaluations are listed in the LUSD bargaining contract. Tenured teachers are evaluated formally/informally every two years using district-wide evaluation forms. Non-tenured teachers are evaluated yearly until they gain tenure. Formal evaluations are scheduled with teachers, while informal evaluations are done on a drop-in basis. The district evaluation form targets six (6) standards of teaching. Teachers may be given a mark of unsatisfactory, needs improvement, satisfactory, or not observed. Following the evaluation, school administration meets with teachers to discuss grading policies, teaching styles, classroom management, district standards, and various aspects of instruction. The results of the confidential evaluations and professional development reports are completed for teachers during their evaluation year. The results are submitted to the district office to be placed in the teacher's permanent file.

Non-tenured teachers are enrolled in the Lompoc Apprentice Teacher Support System (LATSS). In addition to being observed by the site administrator, the non-tenured teachers are required to attend LATSS meetings and on-site mentor meetings.

Opportunities for professional improvement are provided for tenured and non-tenured staff through various workshops and three days of in-service through the district.

Substitute Teachers

When regular ECMS teachers are absent due to illness or attendance at professional in-services, their substitutes have either the appropriate credentials or a waiver. In 2001-2002 ECMS had 381 absences with an 85% rate of filling the absences. In 2002-2003 ECMS had 406 absences with a 91.6% rate of filling the absences.

School Instruction and Leadership

Communication is vital to the success of ECMS. Administration involves staff and parents in decision-making process by holding monthly staff meetings, English Advisory Committee meetings, School Site Council, PTSA, and Title I meetings.

ECMS offers many different programs to target GATE, at-risk, and special needs students. Students considered at risk are placed in academic assistance programs in math or language arts. In addition, the modified instruction students may also be offered extended day classes, or an additional period of math or reading. District multiple measures determine if a student is at risk of failing. Enterprise is a more restrictive learning environment with smaller class sizes. The school also has a Resource program with one full time Resource Specialist and an Instructional Assistant. Students in the Resource program attend resource for one to two periods per day. Students requiring more of an academic challenge are placed in GATE/Honors classes based on teacher recommendation and SAT-9 scores.

The instructional program for all students stresses standards-based instruction while ensuring that all students have access to the core curriculum.

The principal, along with an administrative dean and one counselor, are largely responsible for the administration and implementation of school programs. Additionally, there are a number of opportunities for staff members to take on leadership roles. Com-

mittees, teams and groups meet to actively design and implement decisions affecting the School Plan, discipline, disaster planning, the master schedule, restructuring, technology, campus beautification and student/school relations. ECMS has a recognized leadership team consisting of the principal, administrative dean, department chairs, School Site Council President, Technology teacher, and Resource teacher. This team meets monthly to discuss policies and practices that maximize student learning.

Kathleen Woods, ECMS Principal, has a career in education that spans 23 years as a classroom teacher and 4 years as the LUSD Early Intervention Specialist. This is her 4th year as principal of ECMS.

Professional Development

ECMS is committed to curriculum and instructional improvement aimed at student performance. Teachers are encouraged to attend workshops and conferences to upgrade teaching techniques and strategies. Many ECMS teachers have participated in training in specialized areas such as literacy, language development, state standards, and subject matter projects in language arts, math, social studies and technology. There are active committees on restructuring and technology that research the latest in technological advances, school improvement, scheduling and other appropriate information to share with the staff.

One particularly innovative aspect of El Camino's curriculum and instructional planning has been the structuring of our school week to create additional time on Wednesday afternoons for collaborative planning, scheduling, and discussion. This schedule allows the staff to discuss grade level, student, and departmental issues and concerns.

A site mentor works with new teachers, acts as a resource person for all teachers, and facilitates work and study sessions. The site mentor teacher is largely responsible for idea sharing and exchange sessions, assisting with State framework and standards implementation, student study skills, and effective classroom management. Teachers new to the district also work with a master teacher in the Lompoc Apprentice Teacher Support System (LATSS) who supports and evaluates effective teaching practices.

Textbooks and Instructional Materials

The Lompoc Unified School District adopts textbooks on a seven-year cycle ensuring that the textbooks will be current, updated, and reflect the State Curriculum Standards. In addition to having access to the core curriculum, the students have access to textbooks, workbooks, science kits, math manipulatives, computer technology, and videos. Currently the school implements state standards in the area of language arts and math. In August of 2000, LUSD adopted a new series of math and history materials. In May of 2001, the science department adopted the Holt science series. The latest adoption was in September 2002; the English/literature departments were issued Holt textbooks. All textbooks were selected from the most recent list of materials on the State lists.

Instructional Minutes

In 2002-2003, our enrollment was 507 students and 60,727 instructional minutes were provided to the students during the school year. Daily attendance is stressed at ECMS in order to increase and enhance the educational opportunities for our students. It is very important that students be in school every day, on time and ready to learn. We diligently seek to ascertain the reason for absences and work closely with parents to decrease truanancies.

Minimum Days

El Camino Middle School held ten minimum days during the 2002-2003 school year to accommodate Parent-Student-Teacher Conferences

School to Career

School-to-Career activities have been created to develop ties with classes available at the high schools. Students also have an opportunity to hear speakers talk about different career options. University of California Santa Barbara's Early Academic Outreach Program focuses on giving students the vision and motivation to attend college, as does the CAL-Soap program.

Salary Information

**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%

Expenditures and Services Offered

During the 2002-2003 school year LUSD spent an average of \$6,528 per pupil for all basic educational services including transportation, health screening, instructional materials and maintenance.

District services at ECMS includes a registered nurse on duty one day per week, a health clerk on duty three days per week, a school psychologist who assesses students with special needs one and one-half days per week, and speech and language specialist one-half day per week.

Title I is a federally funded program designed to raise low performance in the areas of Math and Language Arts. Our Title I program is school-wide. Approximately \$188,532 was allocated for the 2002-2003 school year.

Funding for our Limited English Proficiency students amounted to \$32,315. The majority of these funds were applied to the positions of a bilingual community liaison, English learner sections, one half-time bilingual instructional assistant, and to ability level materials.

School Improvement Program funds allocated to ECMS in 2002-2003 totaled \$18,897.

The use of SIP funds is determined by our School Site Council and facilities improvements goals contained in our school plan which is revised and approved yearly. Examples of SIP expenditures are supplementary instructional supplies and equipment, staff development, and improvement projects for curriculum and instruction.

Lompoc Unified School District
El Camino Middle School
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