

## Crestview Elementary School

Grades TK-6  
CDS Code 42-69229-6045595

Christine Nagel  
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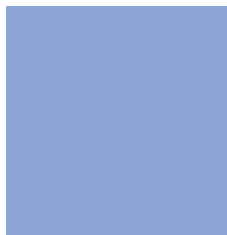
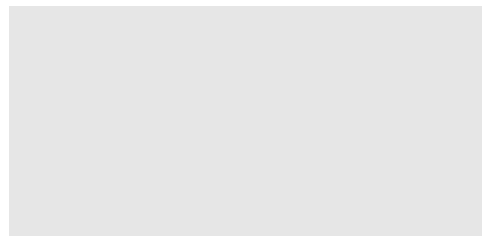
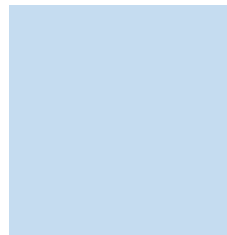
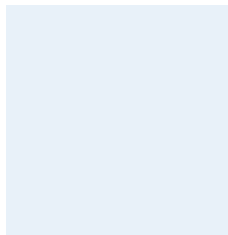
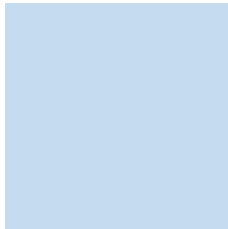
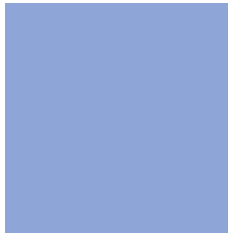
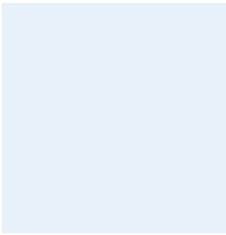
[www.lusd.org/crestview](http://www.lusd.org/crestview)



## Lompoc Unified School District

1301 North A Street Lompoc, CA 93436 ▪ [www.lusd.org](http://www.lusd.org)

Trevor McDonald, Superintendent ▪ [mcdonald.trevor@lusd.org](mailto:mcdonald.trevor@lusd.org) ▪ (805) 742-3300





## Principal's Message

Thank you for taking time to review Crestview Elementary School's School Accountability Report Card (SARC). It will give you an overview of the various aspects and achievements of our educational system. As principal, I am very proud of Crestview students and our dedicated staff. You will see the high expectations we have for every student. We provide a safe environment so that every child can grow to his or her full potential educationally, socially and emotionally. The SARC will show you how well we are applying resources to meet the educational needs of our students.

California has a standards-based accountability system. Each content area has standards we expect students to reach by the time they leave a certain grade level. These standards in reading, writing, science and math are communicated to parents at conference time and throughout the year. Students are recognized monthly for their achievements. Crestview Elementary School staff focuses on a positive-reinforcement behavior plan to build consistency for student behavior.

The SARC gives only a partial picture of the environment we provide for your child. We invite you to come to Crestview Elementary School and be active participants in the education of these children. At Crestview, we believe that all children can learn at high levels. We also provide a wide variety of activities that promote special skills and encourage the study of specific areas of interest.

## School Mission Statement

The mission of Crestview Elementary School, in partnership with the Vandenberg Air Force Base community and Lompoc Unified School District, is to ensure that all children meet challenging academic standards through powerful learning experiences in a positive, safe and motivating environment.

## School Vision Statement

All students will learn a relevant and rigorous core curriculum that emphasizes interdependence among subject areas and builds 21st century learners.

- The staff will provide a learning environment that supports the academic, social, intellectual, physical and emotional growth of every child.
- Staff excellence will be supported through meaningful staff development, increased opportunities for decision-making and ongoing collaboration.
- The school will use a system of authentic, performance-based assessments and use existing norm-referenced data to assess and progress monitor student growth and to ensure individual student success and school accountability.
- The school community will foster every student's ability to make wise decisions, practice ethical values and appreciate cultural differences.
- The school will continue to develop and maintain a comprehensive program to increase partnerships with parents, businesses and the community.

## Parental Involvement

Parents and the community are supportive of the educational program at Crestview Elementary School. Parents are welcome to participate in a variety of events, including our Back to School Night, Fall Carnival, Family Art and Science Nights, Accelerated Reading program, and field trips. Every grade level has a website that can be linked from the school website, [www.lusd.org](http://www.lusd.org). Parents and the community are encouraged to visit the sites often for grade-level updates.

Many programs and activities are enriched by the generous contributions made by the Crestview Parent Teacher Association.

Parents who wish to become volunteers or participate in Crestview Elementary School's leadership teams, school committees or activities may contact Principal Christine Nagel at (805) 742-2050.

## School Safety

The safety of students and staff is a primary concern of Crestview Elementary School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, evacuation and disaster drills are conducted on a regular basis. All visitors must check in at the school office and wear a visitor's badge while on school grounds. During lunch, recess, and before and after school, teachers, custodians, the principal, and noon-duty supervisors monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child-abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster-response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in November 2019. A copy of the plan is available to the public at the school and district offices.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



## District Administration

Trevor McDonald  
*Superintendent of Schools*

Kathi Froemming  
*Assistant Superintendent of Educational Services*

Dr. John Karbula  
*Assistant Superintendent of Business Services*

Bree Valla  
*Assistant Superintendent of Human Resources*

Lacy Gillespie  
*Director, Classified Human Resources*

Brian Jaramillo  
*Director of Pupil Support Services*  
*Director of Special Education*

Cynthia Ravalin  
*Interim Director of Common Core and Innovation*

Margarita Reyes  
*Director, Fiscal Services*

Doug Sorum  
*Director of Maintenance & Operations*

Ian Trejo  
*Director of Information Technology Services*

## School Board

Steve Straight, *President*

Dick Barrett, *Vice President*

Dr. Bill Heath, *Member*

Jeff Carlovsky, *Member*

Nancy Schuler-Jones, *Member*





## School Profile

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County and has a population of approximately 43,500. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The district serves more than 9,700 students in grades TK-12 living in the City of Lompoc; the communities of Vandenberg Village, Mesa Oaks and Mission Hills; Vandenberg Air Force Base; and rural areas adjacent to these communities.

Crestview Elementary School is very proud of its academic achievements. In 2012, we received a California Distinguished School award. This year, we scored the highest in the district in both math and English language arts (ELA) on Smarter Balanced Assessment Consortium (SBAC) testing with the California Assessment of Student Performance and Progress (CAASPP). We scored 68 percent at the "Met or Exceeded" level on the SBAC/CAASPP ELA assessment in 2017-18 school year. That is 18 percent above the state average. Also on the 2017-18 SBAC/CAASPP math assessment, we scored 52 percent at the Met or Exceeded level. That is 14 percent above the state average.

Since Crestview Elementary School is located on the Vandenberg Air Force Base, we have a very close relationship with the members of the military. Study groups on the base and counseling for students who have family members away on active duty are a few of the services available to our school community.

Crestview Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. The school operates on a traditional calendar.

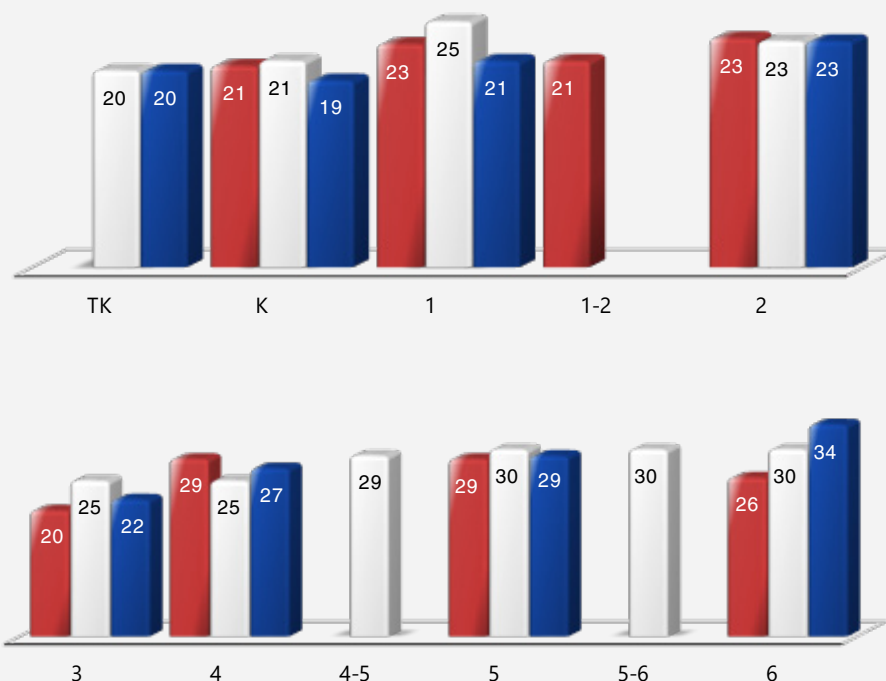
## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

Three-Year Data

■ 16-17 ■ 17-18 ■ 18-19



### Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK				1			1		
K	2	2		2	2		4		
1		3			3		1	3	
1-2		1							
2		3			3			3	
3	2	2			3			3	
4		2			2			2	
4-5		1			1				
5		2			1			2	
5-6					1				
6		2			2				2

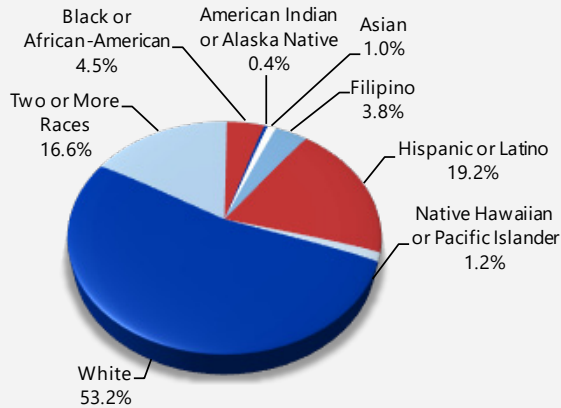


## Enrollment by Student Group

The total enrollment at the school was 494 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2018-19 School Year



Socioeconomically disadvantaged	24.10%
English learners	0.60%
Students with disabilities	11.90%
Foster youth	0.00%
Homeless	0.00%

## School Attendance

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

Regular daily attendance is a priority at Crestview Elementary School. Parents are notified of absences through phone calls, letters, conferences with the principal and, when necessary, visits to the student's home. Good attendance is encouraged through motivational incentives, including awards to the classroom with the best attendance record. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the district's School Attendance Review Board (SARB).

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

## Discipline and Climate for Learning

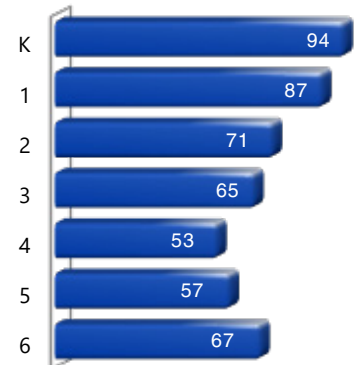
Lompoc Unified School District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Crestview Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive and enjoyable school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

Students at Crestview Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school utilizes the BEST (Building Effective Schools Together) program, which encourages students to come to school ready to learn and become problem solvers. The program emphasizes positive incentives for good behavior. We have recently implemented the Positive Behavioral Interventions and Supports (PBIS) program. This is a multitiered behavioral framework used to improve behavioral and academic outcomes by improving school climate, preventing problem behavior, increasing learning time, promoting positive social skills, and delivering effective behavioral interventions and supports. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Crestview Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the student handbook, safety/expectation assemblies and parent conferences.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

Crestview ES			
	16-17	17-18	18-19
Suspension rates	1.8%	1.7%	2.8%
Expulsion rates	0.0%	0.0%	0.0%
Lompoc USD			
	16-17	17-18	18-19
Suspension rates	4.5%	5.1%	6.3%
Expulsion rates	0.0%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Crestview ES		Lompoc USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3–8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Crestview ES		Lompoc USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	68%		47%		50%	
Mathematics	52%		27%		38%	

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Crestview ES
		Grade 5
Four of six standards		14.8%
Five of six standards		20.4%
Six of six standards		51.9%



## CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	242	234	96.69%	3.31%	70.51%
Male	125	122	97.60%	2.40%	66.39%
Female	117	112	95.73%	4.27%	75.00%
Black or African-American	18	17	94.44%	5.56%	47.06%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	42	93.33%	6.67%	73.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	124	121	97.58%	2.42%	71.07%
Two or more races	45	44	97.78%	2.22%	75.00%
Socioeconomically disadvantaged	64	62	96.88%	3.12%	67.74%
English learners	❖	❖	❖	❖	❖
Students with disabilities	33	31	93.94%	6.06%	19.35%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

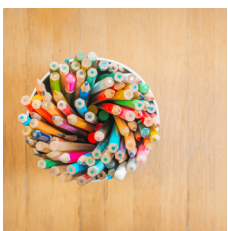
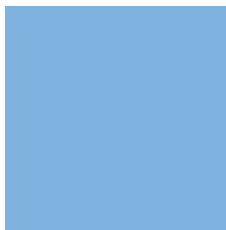
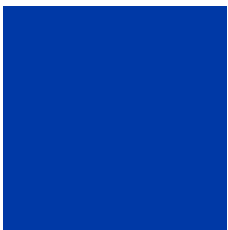




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	242	234	96.69%	3.31%	55.56%
Male	125	122	97.60%	2.40%	57.38%
Female	117	112	95.73%	4.27%	53.57%
Black or African-American	18	17	94.44%	5.56%	29.41%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	42	93.33%	6.67%	54.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	124	121	97.58%	2.42%	55.37%
Two or more races	45	44	97.78%	2.22%	65.91%
Socioeconomically disadvantaged	64	62	96.88%	3.12%	50.00%
English learners	❖	❖	❖	❖	❖
Students with disabilities	33	31	93.94%	6.06%	16.13%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.







## Textbooks and Instructional Materials

Lompoc Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. The district held a public hearing on September 24, 2019, and determined that each school within the district has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, foreign language, health, and visual/performing arts, for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Education Services Coordinator. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on state and district standards. The committee reviews instructional materials on the state list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for two weeks prior to adoption at the Lompoc Public Library for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Education for final adoption.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>World of Wonders</i> , McGraw Hill (TK)	2017
English language arts	<i>Reading Wonders</i> , McGraw Hill (K-5)	2017
English language arts –Dual Immersion	<i>Maravillas</i> , McGraw Hill (K-5)	2017
English language arts	<i>Study Sync</i> , McGraw Hill (6)	2016
English language arts	<i>WonderWorks</i> , McGraw Hill (K-5)	2017
Mathematics	<i>My Math</i> , McGraw Hill (K-5)	2015
Mathematics – Dual Immersion	<i>Mis Matemáticas</i> , McGraw Hill (K-5)	2015
Mathematics	<i>Illustrative Math</i> , Kendall-Hunt (6)	2019
Mathematics – Dual Immersion	<i>Spanish Mathematics</i> – Open up Resources (6)	2019
History/social science	<i>California Vistas</i> , Macmillan/McGraw-Hill (K-5)	2007
History/social science – Dual Immersion	<i>California Vistas – Spanish</i> , Macmillan/McGraw-Hill (3-4)	2007
History/social science	<i>World History: Ancient Civilizations</i> , Holt, Rinehart and Winston (6)	2007
Science	<i>California Science</i> , Macmillan (K-6)	2007
Science- Dual Immersion	<i>California Science - Spanish</i> , Macmillan (3-4)	2007

## School Leadership

Principal Christine Nagel is a Pepperdine University graduate and daughter of a retired Navy Captain and Army Colonel. She brings 20 years of experience in education as an elementary teacher, beginning teacher mentor/supervisor/coordinator, Academic Dean and Assistant Principal. Leadership at Crestview Elementary School is a responsibility shared among district administration, the principal, instructional staff, students and parents. All members of the school community are committed to a shared schoolwide vision that creates a strong foundation toward academic success for all students.

Staff members and parents participate in various committees to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include the School Site Council and Parent Teacher Association.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/24/2019

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## School Facilities

Crestview Elementary School was built in 1960. School facilities span nearly 40,000 square feet, and include classrooms, administrative offices, a cafeteria and storage rooms. In 2006, Crestview completed a massive modernization project to renovate the restrooms and update the infrastructure of the school, including installing new fire alarms, gas lines and electrical systems. In 2007, 12 portable classrooms were added when we merged with Los Padres Elementary School. The facility strongly supports teaching and learning through its ample classroom and playground space. Crestview is proud of its computer lab, meeting room, art room, library, and plenty of open space equipped with blacktop or grass for organized athletic activities. Crestview's blacktop area was completely redone in the summer of 2018.

**Maintenance and Repair:** Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good working order are completed in a timely manner. A work-order process is used to ensure efficient service and emergency repairs are given the highest priority.

**Cleaning Process and Schedule:** Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.



## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Fair
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		7/22/2019
<b>Date of the most recent completion of the inspection form</b>		7/22/2019

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Missing, stained or broken ceiling tiles in Rms J3, S1, S2 and S3. Work orders generated.	To be completed by August 2020.
<b>Electrical</b>	Dark lighting fixtures in Admin office and C3 supply room. Work orders generated.	To be completed by August 2020.
<b>Restrooms/fountains</b>	Drinking fountain not working in C1. Work orders generated.	To be completed by August 2020.
<b>Safety</b>	No cameras monitoring ingress or egress at Admin and MPR. Exterior cameras added to GO Bond project list.	TBD
<b>Structural</b>	Roofs in poor condition on MPR. Faulty roofs added to GO Bond project list.	TBD
<b>External</b>	Fencing in poor condition. Fencing added to GO Bond project list.	TBD
	Window systems in poor condition on Rooms B3, B2, B1, A3, A2, A1, C1, C2, C3, D1, D2, D3, F3, F2, F1, E4, E3, E2, and E1. Windows added to GO Bond project list.	TBD
	Need irrigation repair outside D3. Work order generated.	To be completed by August 2020.



*"We provide a safe environment so that every child can grow to his or her full potential educationally, socially and emotionally."*



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Lompoc USD	Crestview ES		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	478	24	27	26
<b>Without a full credential</b>	26	0	1	1
<b>Teaching outside subject area of competence (with full credential)</b>	15	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Crestview ES		
Teachers		17-18	18-19	19-20
<b>Teacher misassignments of English learners</b>		0	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		0	0	0

## Professional Development

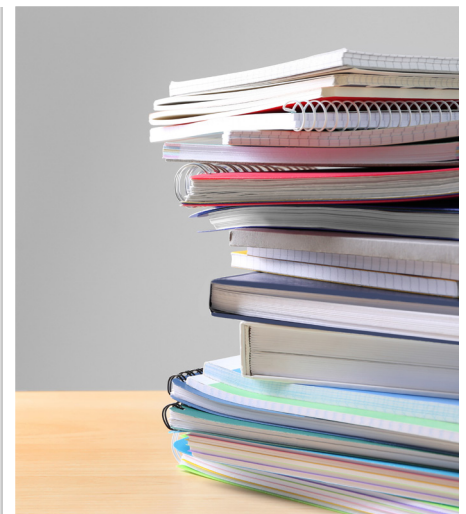
Lompoc Unified School District will provide professional development (PD) through Santa Barbara County Education Office (SBCEO) consultants and publishers of core curriculum for all TK through 12th grade teachers to build their capacity in educational pedagogy and assessment. The topics of the PD will be related to instructional practices, implementation of California State Standards, English language arts (ELA)/English language development (ELD), math, Next Generation Science Standards (NGSS), social studies, foreign language and technology integration in order to meet the district's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English learners and foster youth. Based on Smarter Balanced Assessment Consortium (SBAC) data, additional professional development will occur in content areas of ELA/ELD and mathematics.

Professional development is scheduled in such a way that special education teachers will be able to attend the professional development of core instruction and still receive the necessary trainings from the special education department. Special education professional development will include co-teaching and autism teaching.

Districtwide common minimum days at elementary sites provide additional opportunities to build upon the professional development day instruction to ensure implementation of the standards, core instruction and use of effective instructional strategies. Sites have the opportunity to engage in professional development to meet their site needs through the districtwide collaboration schedule.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>		3	3	3

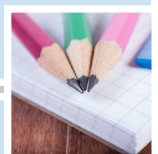
✧ Not applicable.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
<b>Academic counselors</b>	✧
Support Staff	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	1.0000
<b>Library media teacher (librarian)</b>	0.0000
<b>Library media services staff (paraprofessional)</b>	0.6875
<b>Psychologist</b>	0.4000
<b>Social worker</b>	0.0000
<b>Nurse</b>	0.2500
<b>Speech/language/hearing specialist</b>	0.9000
<b>Resource specialist (nonteaching)</b>	0.0000



## Types of Services Funded

For the 2018-19 school year, Lompoc Unified School District received federal and state aid for the following categorical, special education and support programs:

- Carl D. Perkins Grant
- Local Control Funding Formula (LCFF) Base/Supplemental/Concentration/Grade Span
- Agriculture Career Technical Education
- Tobacco-Use Prevention Education Program (TUPE)
- Lottery monies
- After School Education and Safety (ASES) Program
- Special education
- Title III
- Title II
- Title I program
- California Partnership Academies

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,334
Expenditures per pupil from restricted sources	\$647
Expenditures per pupil from unrestricted sources	\$6,687
Annual average teacher salary	\$78,925

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Lompoc USD	Similar Sized District
Beginning teacher salary	\$50,780	\$49,084
Midrange teacher salary	\$75,680	\$76,091
Highest teacher salary	\$95,147	\$95,728
Average elementary school principal salary	\$112,601	\$118,990
Average middle school principal salary	\$119,316	\$125,674
Average high school principal salary	\$135,018	\$137,589
Superintendent salary	\$206,275	\$230,096
Teacher salaries: percentage of budget	31%	35%
Administrative salaries: percentage of budget	4%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Crestview ES	\$6,687	\$78,925
Lompoc USD	\$9,816	\$75,580
California	\$7,507	\$78,059
School and district: percentage difference	-31.9%	+4.4%
School and California: percentage difference	-10.9%	+1.1%

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.