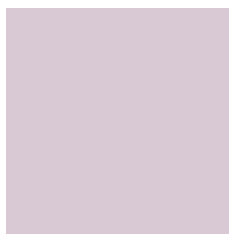
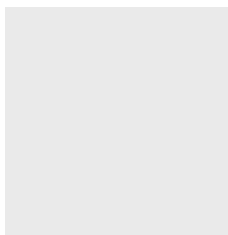


SARC School Accountability Report Card 2018-19

Published in 2019-20



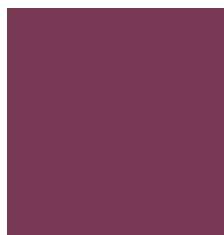
Buena Vista Elementary School

Grades TK-6
CDS Code 42-69229-6045579

Dr. Agnes Asiedu-Kumi
Principal
asiedukumi.agnes@lusd.org

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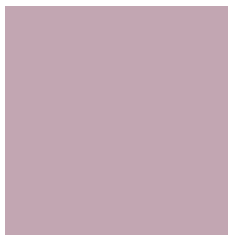
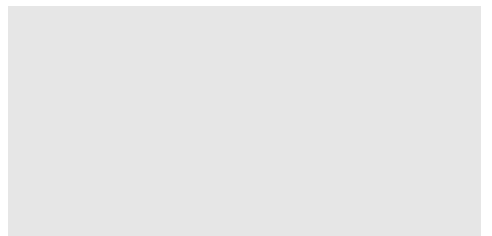
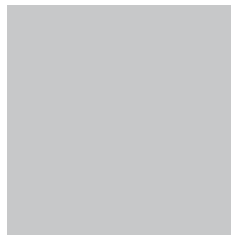
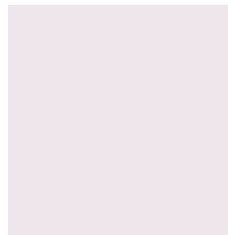
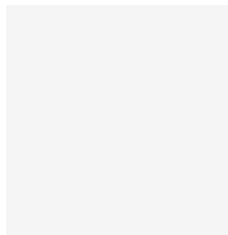
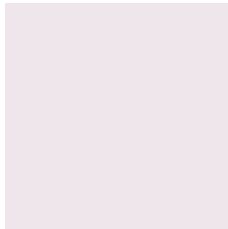
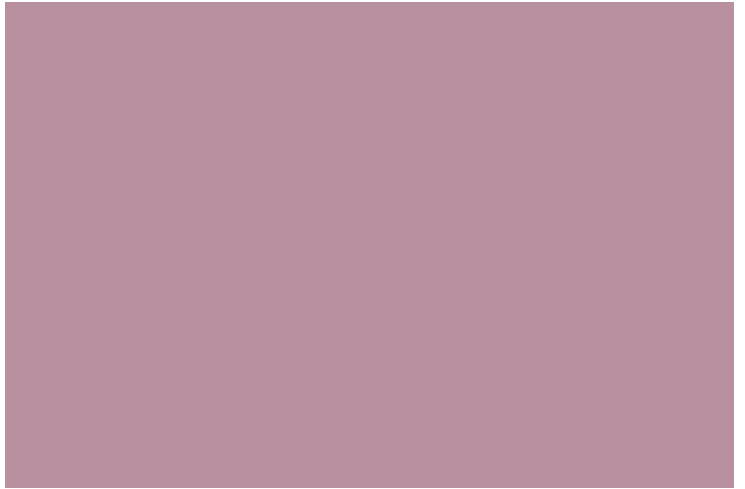
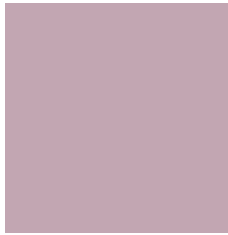
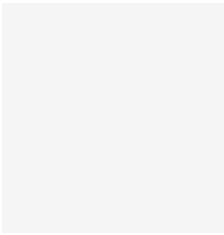
www.lusd.org/buenavista



Lompoc Unified School District

1301 North A Street Lompoc, CA 93436 ▪ www.lusd.org

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





Principal's Message

The faculty and staff at Buena Vista Elementary believe that every child comes to us with an innate potential for learning and success. We collaborate with our parents and other stakeholders and hold each other accountable for student learning. We hold highly our collective responsibility to provide a safe, positive, and motivating environment in which that inherent potential in all our students can be released. Learning must take place every day for every child at Buena Vista. We work together to put students and their success first in all decisions we make daily. The faculty collaborate with each other in professional learning communities to provide research-based educational practices that can meet the needs of all students. We seek to inspire and teach our students to become skillful, inquisitive, and lifelong learners by providing them a rigorous, dynamic and innovative curriculum based on the California State Standards. Our students understand that "Knowledge is Power" and getting an education is the way to soar to success. They seize every opportunity to extend their learning here at Buena Vista.

Our goals for the 2019-20 school year are to grow our collective efficacy by acknowledging the potential we have in our staff and working collaboratively together to meet the needs of all our students. We are aligning our instructional program with the "universal design for learning" in a learner-centered environment. Student learning is measured by students' needs being met. We are seeking to grow our academic performance, including our annual growth on state standardized testing. We are structuring our positive-behavior program, Positive Behavior Intervention Support (PBIS), through weekly lessons in the classroom. We work with our Parent Teacher Association (PTA) to support great programs and educational field trips for our students. We are in the initial stages of preparing for a Saturday Academy to recover lost attendance due to excused and unexcused absences while we provide academic enrichment.

School Mission Statement

The staff at Buena Vista Elementary School believe that our purpose is to create an atmosphere in which all students are motivated to achieve daily high levels of academic and behavior performance, develop critical-thinking skills and a lifelong passion for learning, and we expect all students to realize the educational potential and creativity within themselves.

School Vision Statement

We envision a school where all students achieve the highest possible standards of educational excellence. We believe in the collective ability of all teachers. Teachers meet as Professional Learning Communities (PLCs) to set common goals and discuss data that support student achievement. Our school community is an integral part of the school setting and includes parents, staff, community organizations, local businesses and service groups to ensure a positive, dynamic, and exciting learning environment where students, staff, parents, administrators, and community members feel a sense of belonging, ownership, pride, and fulfillment, because they are an integral part of the educational organization. We are providing all students with the opportunity to build a growth mindset.

Parental Involvement

Parents and the community are very supportive of the educational program at Buena Vista Elementary School. Parents are always welcome to attend school events, including plays, back-to-school night and awards assemblies. Many local businesses provide valuable support to the school. The Buena Vista PTA is very active and works tirelessly to provide programs and activities for our students, such as the Jog-a-thon, Fall Festival, book fairs, field trips and assemblies. The PTA is also involved in school enhancement, such as school beautification, upkeep of our SPARK physical education program (an evidence-based program to improve children's health), and technology support for Accelerated Reader and Accelerated Math.

For more information on how to become involved, contact the PTA president through the PTA website or by email at Buenavistapta@lusd.org.

School Safety

The safety of students and staff is a primary concern of Buena Vista 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 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, recesses, and before and after school, teachers and noon aides supervise 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, district staff and the community in December 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*



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 Profile

The city of Lompoc and adjacent areas make up the Lompoc Valley. Located 150 miles northwest of Los Angeles in Santa Barbara County, the Lompoc Valley 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 approximately 9,700 students in grades K-12 living in the city of Lompoc; the communities of Vandenberg Village, Mesa Oaks, Mission Hills, Vandenberg Air Force Base; and rural areas adjacent to these communities.

Buena Vista Elementary School, with an enrollment of 593 students, is committed to providing a strong instructional program for all students to ensure excellence in education. The school is very proud of its academic achievements on state testing, the California Assessment of Student Performance and Progress (CAASPP), with a score of 2,503 in English language arts, an increase of eight points; and 2,479 in math, an increase of seven points.

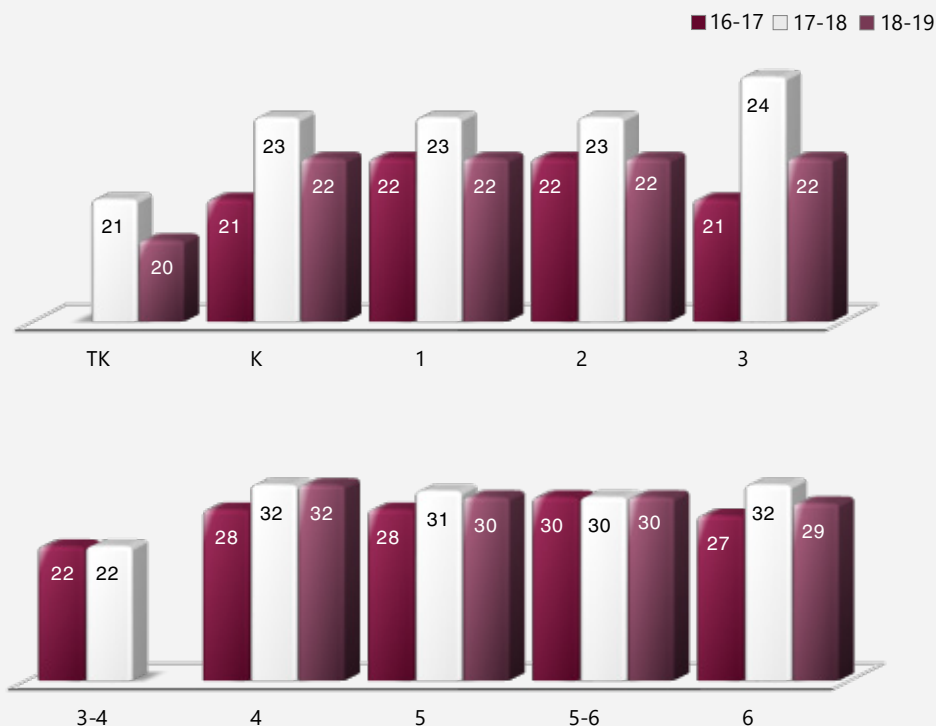
The school operates on a traditional calendar.

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



Number of Classrooms by Size

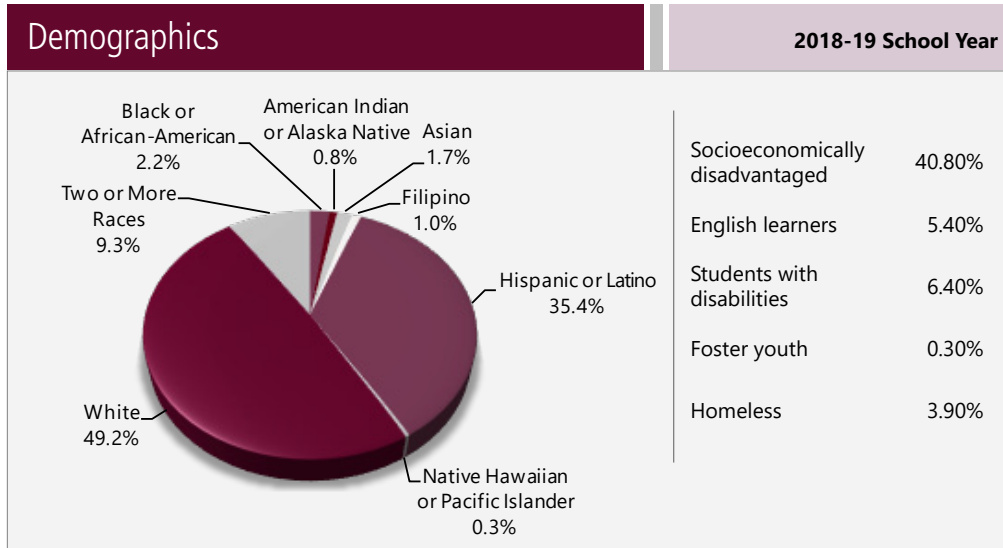
Three-Year Data

	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		4			4			3	
1		4			4			4	
1-2		1							
2		4			4		1	3	
3	2	2			4			4	
3-4		1			1				
4		3			2			2	1
5		4			2			2	
5-6		1			1			1	
6		3			2	1		2	



Enrollment by Student Group

The total enrollment at the school was 593 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



School Attendance

Regular attendance and punctuality at Buena Vista Elementary School are necessary elements 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 are administered fairly. Parents are advised of their responsibilities, including notification of when and why students are absent.

Regular daily attendance is a priority at Buena Vista Elementary School. Parents are notified of absences through phone calls, letters and conferences with the principal. Good attendance is encouraged through motivational incentives, including awards for perfect attendance.

Students who continue to exhibit excessive absences are directed to the appropriate authorities including the district's School Attendance Review Board (SARB). We are also hoping to make up for both our excused and unexcused absences through an attendance recovery program in a Saturday Academy.

Lompoc Unified School 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 students 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.

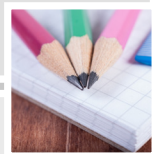
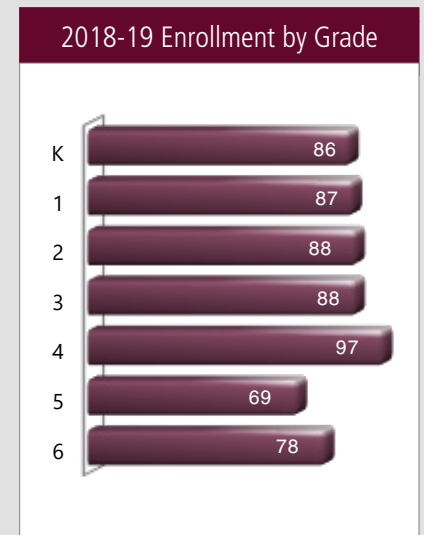
Discipline and Climate for Learning

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 Buena Vista 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 Buena Vista Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school utilizes the PBIS program, which is a tiered intervention program. PBIS makes behavior expectations clear for all students with positive incentives for expected behaviors. It encourages students to come to school ready to learn and become problem solvers. 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 Buena Vista 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 assemblies and parent conferences. All students attend an assembly at the beginning of the year and also participate in a workshop with hands-on training on behavioral expectations in all areas of the school and its programs.

Enrollment by Grade

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



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			
Buena Vista ES			
	16-17	17-18	18-19
Suspension rates	0.7%	0.7%	0.5%
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.



CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display 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	
	Buena Vista 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	
	Buena Vista ES		Lompoc USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	56%	56%	47%	44%	50%	51%
Mathematics	40%	44%	27%	29%	38%	40%

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.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Buena Vista ES
		Grade 5
Four of six standards		14.7%
Five of six standards		19.1%
Six of six standards		50.0%

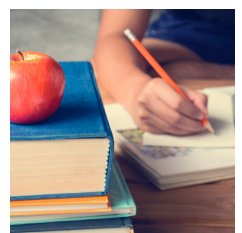
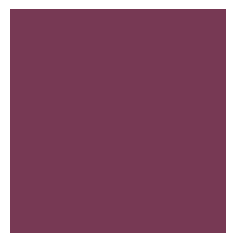
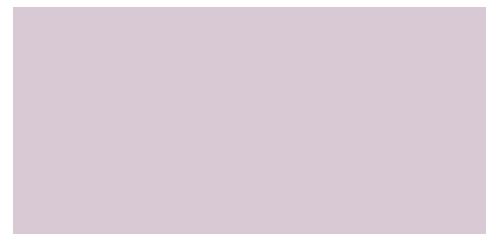
✧ Not applicable.



CAASPP Results by Student Group: English Language Arts (grades 3-8)

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	336	333	99.11%	0.89%	55.56%
Male	168	166	98.81%	1.19%	50.00%
Female	168	167	99.40%	0.60%	61.08%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	132	132	100.00%	0.00%	41.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	147	144	97.96%	2.04%	65.97%
Two or more races	33	33	100.00%	0.00%	63.64%
Socioeconomically disadvantaged	163	163	100.00%	0.00%	44.79%
English learners	31	31	100.00%	0.00%	38.71%
Students with disabilities	36	36	100.00%	0.00%	11.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	14	100.00%	0.00%	35.71%

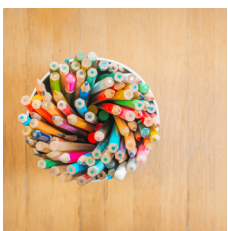
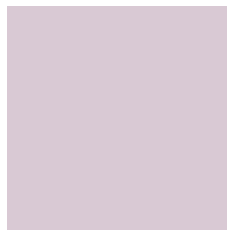
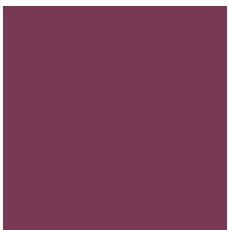
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: Mathematics (grades 3-8)

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	336	333	99.11%	0.89%	43.98%
Male	168	166	98.81%	1.19%	39.76%
Female	168	167	99.40%	0.60%	48.19%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	132	132	100.00%	0.00%	31.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	147	144	97.96%	2.04%	50.69%
Two or more races	33	33	100.00%	0.00%	60.61%
Socioeconomically disadvantaged	163	163	100.00%	0.00%	35.19%
English learners	31	31	100.00%	0.00%	29.03%
Students with disabilities	36	36	100.00%	0.00%	8.57%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	14	14	100.00%	0.00%	21.43%

❖ 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 Matematicas</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

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

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%

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

Buena Vista Elementary School was built in 1963. School facilities span nearly 30,000 square feet and include classrooms, administrative offices and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

Maintenance and Repair: Safety concerns are the No. 1 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 repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that 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.



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 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
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/23/2019
Date of the most recent completion of the inspection form		7/23/2019

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
Interior	Tear in Room P2 restroom flooring. Stained ceiling tiles in P8, P9, and P11. Carpet tear in P9. Work orders generated.	To be completed by August 2020.
Cleanliness	Gopher infestation in front of school and fields. Work orders generated.	To be completed by August 2020.
Restrooms/fountains	Faucets not working in B girls, C boys, C girls, and portable boys. Work orders generated.	To be completed by August 2020.
Safety	No security camera monitoring ingress or egress. Included on GO bond project list.	TBD
Structural	Roofs in poor condition no Rms 1, 2, 3, 9,10, 17, and 18. Included on GO bond project list.	TBD
External	Galvanized fencing in poor condition. Included on GO bond project list.	TBD



"The faculty and staff at Buena Vista Elementary believe that every child comes to us with an innate potential for learning and success."



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.

Teacher Credential Information		Three-Year Data		
	Lompoc USD	Buena Vista ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	478	29	32	27
Without a full credential	26	0	1	1
Teaching outside subject area of competence (with full credential)	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		
		Buena Vista ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		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
Number of school days dedicated to Staff Development and Continuous Improvement		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
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.60
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.30
Resource specialist (nonteaching)	0.00



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	\$6,268
Expenditures per pupil from restricted sources	\$419
Expenditures per pupil from unrestricted sources	\$5,849
Annual average teacher salary	\$77,377

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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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
Buena Vista ES	\$5,849	\$77,377
Lompoc USD	\$9,816	\$75,580
California	\$7,507	\$78,059
School and district: percentage difference	-40.4%	+2.4%
School and California: percentage difference	-22.1%	-0.9%

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.

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.

School Accountability Report Card

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