

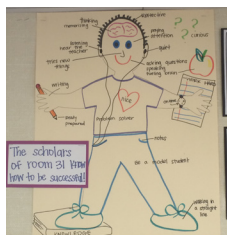
La Cañada Elementary School

Grades TK-6
CDS Code 42-69229-6045611

Lisa Wilson
Principal
wilson.lisa@lusd.org

621 West North Avenue
Lompoc, CA 93436
(805) 742-2250

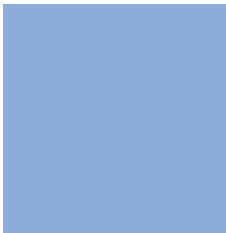
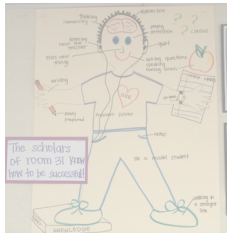
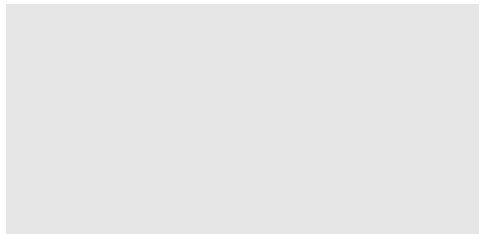
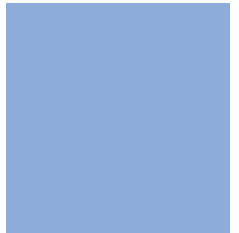
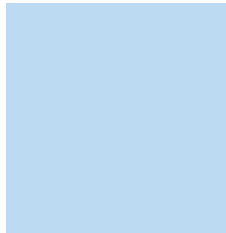
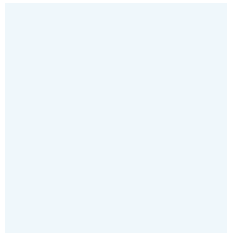
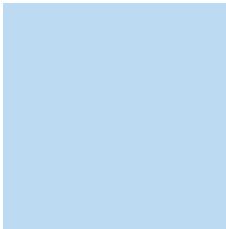
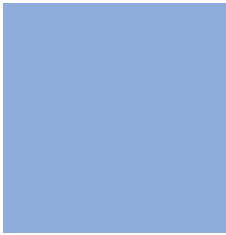
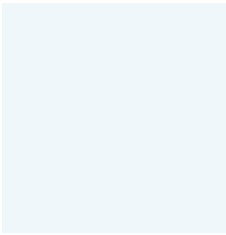
www.lusd.org/lacanada



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 School Accountability Report Card (SARC) provides a format for La Cañada Elementary School and the Lompoc Unified School District to communicate to the community and parents the various aspects of our educational system. It is our responsibility to ensure "Success for All." We have high expectations for every student. We will provide a safe environment so that all children will grow to their full potential educationally, socially and emotionally. This report will describe the applications of our resources to meet the educational needs of our students.

Our mission at La Cañada Elementary School is to teach every student who walks through our doors in a manner that will prepare that student to meet the demands and opportunities of the 21st century. Students are taught the necessary skills and mindsets to give back to the very community that gave to them. We pride ourselves on tailoring education to meet the needs of every student, be they English language learners, socioeconomically disadvantaged students, students with disabilities, gifted and talented students, or any other student with whom we are fortunate enough to share our time, resources, and compassion. We support students as they work toward mastery of the Common Core State Standards. Doing so allows us to teach them literacy, mathematics, science and history through an integrated approach—one that mirrors life itself. We strive to incorporate technology into as many areas of the day as we can, knowing full well that this is the communication tool of the future. Over the past three years, our Smarter Balanced Assessments have consistently shown growth in both English language arts and mathematics for La Cañada students. This growth provides proof of the effort and dedication of our staff of educators, students, and families that support the learning occurring at La Cañada Elementary School. Extracurricular activities and the arts serve as the glue that holds the bricks of academic content together, cementing those bricks and allowing them to form an educational foundation that will assist our students in weathering the storms of life. It is with pleasure that we can give these gifts to our students, knowing that they are the future leaders of tomorrow.

School Mission Statement

La Cañada Elementary School strives to offer a well-balanced education to provide for our diverse students' intellectual needs, as well as fostering innovation, critical thinking and problem-solving skills. La Cañada also endeavors to provide an environment where students, staff, parents, administrators, and community members feel a sense of belonging, ownership, pride and fulfillment due to being an integral part of the educational organization.

School Vision Statement

La Cañada Elementary is dedicated to providing an environment in which all students can reach their full academic, social and emotional potential.

Parental Involvement

Parents and the community are supportive of the educational program at La Cañada Elementary School. Parents are always welcome to back-to-school night, open house, Family Reading Night, Family Math Night, all school assemblies and technology nights. The school also hosts a fall harvest festival, where students and families can participate in games, activities, food, and fun with staff and community members.

We are proud of the growth that we have made thus far in increasing safety measures for our students. Traffic congestion has decreased, adult supervision during times of transportation is vigilant, and extra security measures have been employed to provide for the safety of our children.

Many local businesses support the various programs and activities at the school. Parents who wish to participate in La Cañada Elementary School leadership teams, school committees, school activities or become volunteers may contact Principal Lisa Wilson at (805) 742-2250.

School Safety

The safety of students and staff is a primary concern of La Cañada 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. We conduct fire and disaster drills 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-duty 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 safety plan was last updated and reviewed with school staff 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*



School Profile

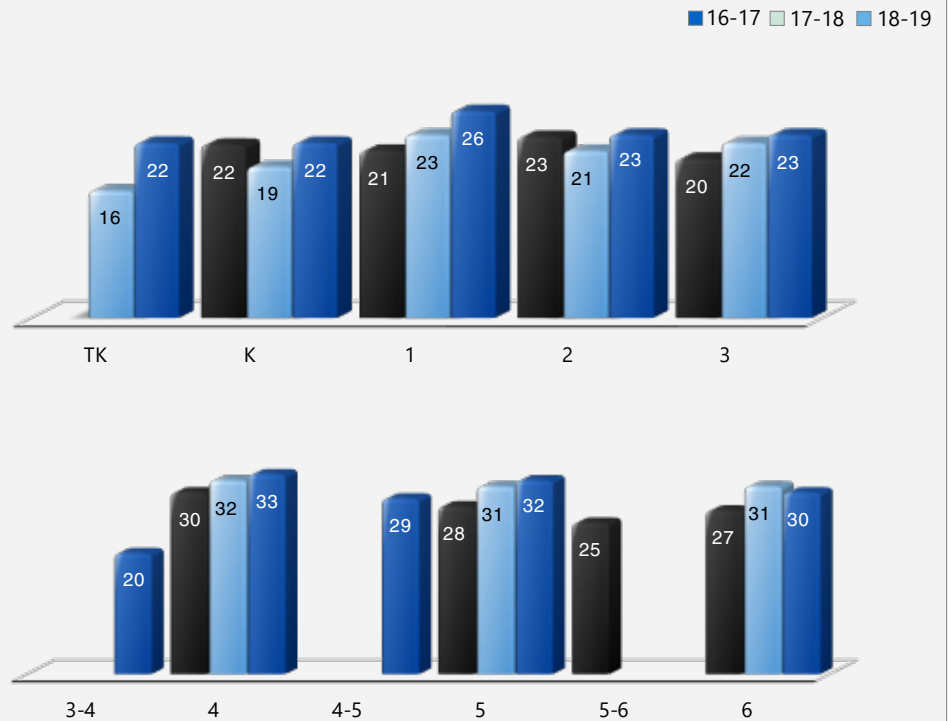
Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County and has a population of approximately 42,800. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The district serves approximately 9,600 students in grades TK-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. La Cañada Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. La Cañada is in its fourth year as an Advancement Via Individual Determination (AVID) elementary site, with students being serviced by AVID certified instructors in grades K-6. La Cañada became a schoolwide AVID campus in 2019-20 as the kindergarten classes joined the AVID school initiative. The AVID philosophy adheres to the premise that if students are provided with the resources and tools for academic rigor and support, virtually all students can be academically successful and prepared to attain life success at the college and career level. La Cañada was adopted by the Santa Barbara based Audacious Foundation during the 2016-17 school year, which has provided a plethora of enhancements to La Cañada students' academic experience. Biking instruction, swimming lessons, monthly field trips, Astrocamp experiences, and a new soccer field are only some of the wonderful opportunities afforded to our students by this generous foundation. La Cañada is also fortunate to be the site of a county preschool, Young Learners Preschool, which serves approximately 50 students in two sessions per day.

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

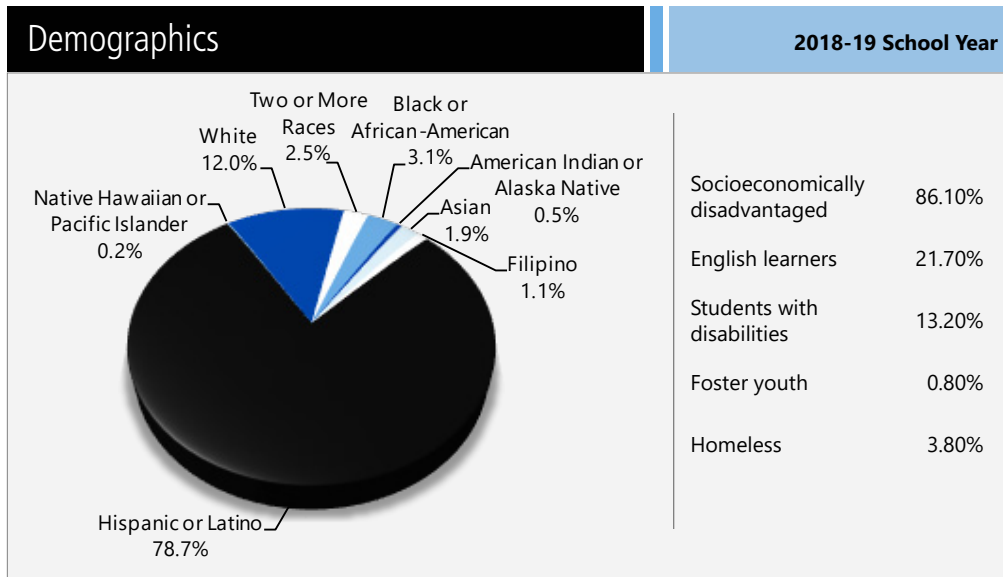
Three-Year Data

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



Enrollment by Student Group

The total enrollment at the school was 635 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



School Attendance

Regular attendance, punctuality and promptness at La Cañada 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 La Cañada 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 Perfect Attendance awards. 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 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.

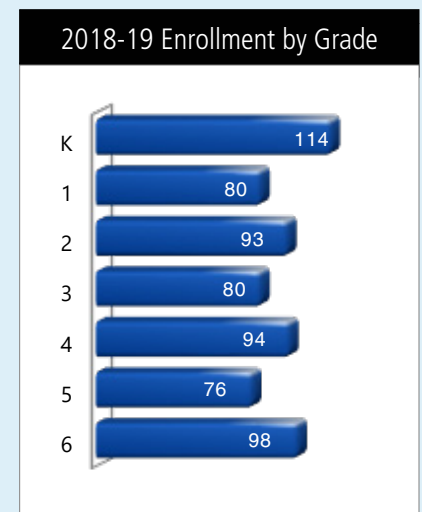
Discipline and Climate for Learning

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 La Cañada Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive and enjoyable school experience. Appropriate behavior is encouraged through an approach to discipline that focuses on proactive and preventative measures of positive reinforcement. Students participate in motivational incentives, progressive discipline and conflict resolution strategies. These tools help students to develop the personal growth and responsibility necessary to lead a productive and successful life.

Students at La Cañada Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school relies upon recommendations found within the Positive Behavior Intervention System (PBIS), which encourages students to come to school ready to learn and to become problem solvers. The program emphasizes positive incentives for good behavior. The school's discipline philosophy promotes a safe school; a warm, friendly classroom environment; and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of La Cañada 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 participate in expectation assemblies three times per year to remind students of behavioral expectations that will allow them to grow academically in their La Cañada learning environment.

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			
La Cañada ES			
	16-17	17-18	18-19
Suspension rates	1.9%	2.8%	4.0%
Expulsion rates	0.1%	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 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	
	La Cañada 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	
	La Cañada ES		Lompoc USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	54%	51%	47%	44%	50%	51%
Mathematics	28%	35%	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.

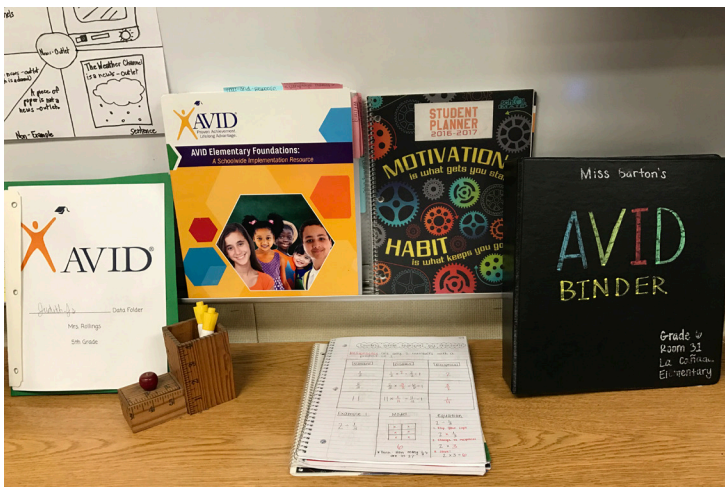
California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		La Cañada ES
		Grade 5
Four of six standards		27.0%
Five of six standards		18.9%
Six of six standards		20.3%



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	337	334	99.11%	0.89%	51.20%
Male	173	172	99.42%	0.58%	44.19%
Female	164	162	98.78%	1.22%	58.64%
Black or African-American	14	14	100.00%	0.00%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	266	264	99.25%	0.75%	49.24%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	39	38	97.44%	2.56%	57.89%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	304	302	99.34%	0.66%	49.34%
English learners	128	127	99.22%	0.78%	47.24%
Students with disabilities	40	39	97.50%	2.50%	2.56%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	18	94.74%	5.26%	66.67%

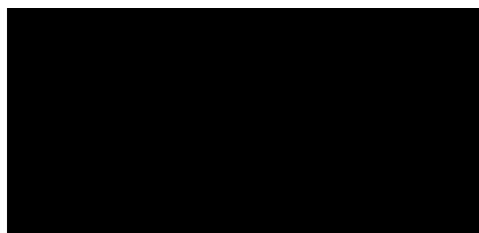
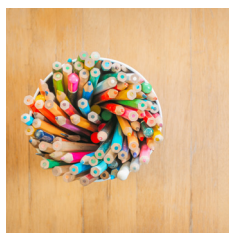
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



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	336	334	99.40%	0.60%	35.33%
Male	172	171	99.42%	0.58%	35.67%
Female	164	163	99.39%	0.61%	34.97%
Black or African-American	14	14	100.00%	0.00%	14.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	265	264	99.62%	0.38%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	39	38	97.44%	2.56%	42.11%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	303	302	99.67%	0.33%	31.46%
English learners	128	128	100.00%	0.00%	33.59%
Students with disabilities	40	39	97.50%	2.50%	2.56%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	19	100.00%	0.00%	31.58%

❖ 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



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

La Cañada Elementary School was built in 1963. School facilities span more than 48,000 square feet, and include classrooms, administrative offices and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

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. Perimeter fencing was installed during the 2016-17 school year at La Cañada Elementary School. This fencing provides a means of securing the entire campus from outside intrusions and greatly enhances the ability to provide for student safety and well-being.

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.

Technology: La Cañada Elementary School provides students in grades TK-6 with ample opportunities for development of proficiency in technological skills. Classrooms at grades 1-6 support student learning with 1:1 computer devices. Kindergarten classrooms each have a 2:1 ratio of students to technology devices.

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)		Fair
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	Peeling paint in Room 4. Stained acoustic wall boards in Room 24. Counter needs to be repaired Room 24. Work orders generated. Asbestos tile or carpet in poor condition; consider replacing in Rooms MPR and 10. Flooring added to GO Bond project list.	To be completed by August 2020. TBD
Restrooms/fountains	Fountain not working in Room 30. Work orders generated.	To be completed by August 2020.
Safety	No cameras monitoring ingress or egress at office. Exterior cameras added to GO Bond project list.	TBD
Structural	Roofs in poor condition on Rooms 1, 2, 3, 4, 5, 10, 19, 20, 25, 26, 27, 28 and 29. Faulty roofs added to GO Bond project list.	TBD
External	Fencing bordering O street in poor condition. Two of three playground containment pits are non-ADA compliant. Fencing and ADA modernization added to GO Bond project list.	TBD

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 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.





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	La Cañada ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	478	29	26	32
Without a full credential	26	2	4	2
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		
		La Cañada ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	1	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.

School Leadership

This is Lisa Wilson's fifth year as principal at La Cañada Elementary School. She has 18 years of experience as an elementary teacher with Lompoc Unified School District. Leadership at La Cañada 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, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and that they comply with district goals. These committees include the School Site Council, Leadership Team, Parent Teacher Association, English Learner Advisory Committee (ELAC) and Student Study Team. The Leadership Team consists of the principal, two elected representatives from the primary grades (TK-3), two elected representatives from the intermediate grades (4-6), one Special Education representative, and the literacy specialist. These individuals meet regularly to discuss improvements and opportunities for growth within each grade level, as well as across the school site.

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)	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.625
Psychologist	0.600
Social worker	0.00
Nurse	0.250
Speech/language/hearing specialist	0.800
Resource specialist (nonteaching)	0.000

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	\$7,819
Expenditures per pupil from restricted sources	\$1,573
Expenditures per pupil from unrestricted sources	\$6,246
Annual average teacher salary	\$73,536

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. 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
La Cañada ES	\$6,246	\$73,536
Lompoc USD	\$9,816	\$75,580
California	\$7,507	\$78,059
School and district: percentage difference	-36.4%	-2.7%
School and California: percentage difference	-16.8%	-5.8%

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.