

## Miguelito Elementary School

Grades TK-6  
CDS Code 42-69229-6068902

Becky Sausker  
Principal  
[sausker.becky@lusd.org](mailto:sausker.becky@lusd.org)

1600 West Olive Avenue  
Lompoc, CA 93436  
(805) 742-2440

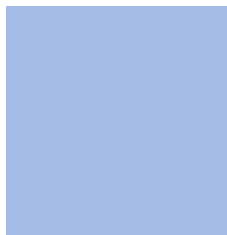
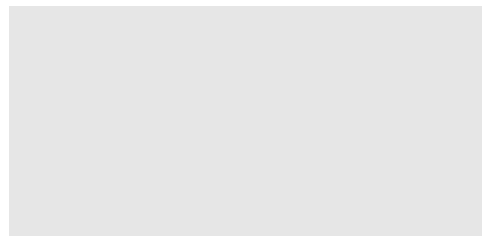
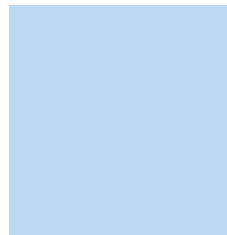
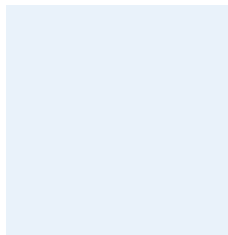
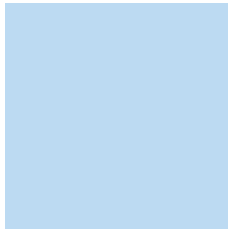
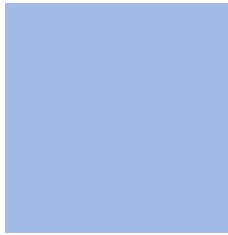
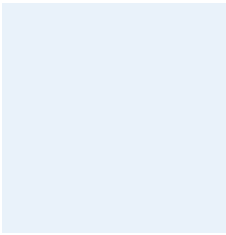
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## Lompoc Unified School District

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

Miguelito Elementary School where the whole student is considered and our dedicated staff, supportive parents and enthusiastic students form a partnership that ensures safety and educational achievement within a rich learning environment. The staff focuses on providing challenging Common Core State Standards-based curriculum that meets the needs of all learners while also allowing creativity and social emotional growth. Staff members continue to explore new educational ideas and trends to improve our students' instructional experiences. Currently, we are focused and dedicated to bringing real-world experiences into our classrooms with an emphasis on 21st century skills. As a result, Miguelito provides after-school STEAM and Lego Builder programs to enhance the learning for our students. In addition, Miguelito's Parent Teacher Association (PTA) and staff support the arts allowing us to offer dance, fine arts, and music through the Creative Children's Project. In addition, we have Musical Mustangs for all students, plus an after-school Music Club taught by a credentialed teacher. Our students develop positive character traits through the BEST (Building Effective Schools Together) program, which is reinforced daily, and Second Step lessons to promote social skills. Family-fun events such as Art Night, Science Night, Reading Night and Movie Night are regularly scheduled to provide a community atmosphere for our families. We take great pride in Miguelito Elementary School and welcome everyone to join in our ongoing efforts to guide students to become responsible, successful citizens and lifelong learners. We encourage all community members to visit our unique school and be active participants in our community.

## School Mission Statement

The mission of Miguelito Elementary School, in partnership with the community and Lompoc Unified School District, is to provide a safe, positive learning environment where all students learn at their potential. We strongly believe in collaboration and professional learning communities to increase student achievement, develop critical-thinking skills and encourage lifelong learning.

## School Vision Statement

The Miguelito community of staff, parents and students envision:

- A community where all students learn at high levels.
- A collaborative environment where students learn how to be contributing members in a community and acquire a love of learning.
- A school climate where students feel safe.
- A school culture where students are responsible and respect one another.
- A positive community where students enjoy coming to school and learning.
- Miguelito Elementary School provides an environment where students, staff, administrators and community members feel a sense of belonging and pride because they are an integral part of the educational organization.
- Students come to Miguelito Elementary School ready to learn, and our teachers come ready to help them achieve to their fullest potential.
- Parents recognize their continuing role as their child's first teacher.
- Miguelito staff creates an environment that engages students in becoming lifelong learners and productive citizens.

## School Safety

Safety of students and staff is a primary concern of Miguelito 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, 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. We perform safety drills monthly. This year four members of the School Safety Team became certified ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training instructors.

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 updated plan was 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*



## 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

## Parental Involvement

Parents and the community are supportive of the educational program at Miguelito Elementary School. The Parent Teacher Association (PTA) holds many annual fundraisers to raise money for field trips and special projects. Parents are always welcome to attend school events, including Art Night, Science Night and Reading Night; Short Film Movie Awards Evening; Awards Assemblies; Patriotic Day Assemblies; Read in the Park; and much more.

Many programs and activities are enriched by the generous contributions made by the following: the PTA, Vons, Elks Lodge, and Walmart.

Parents who wish to become volunteers or participate in the Miguelito Elementary School Site Council, PTA, school committees, or school activities may contact Roseanne Rapoza at (805) 742-2436 or Sara Henao, our bilingual liaison, at (805) 742-2441.

Beyond the PTA, parents may participate on our School Site Council (SSC), our English Learners Advisory Council (ELAC), or as a volunteer in their child's classroom.

## 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 Miguelito 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.

Here at Miguelito, we are constantly working on Building Effective Schools Together (BEST) practices and increasing our skills with Positive Behavior Interventions and Supports (PBIS) to build successful social, emotional and behavioral skills. Students follow and learn about Safe, Respectful and Responsible behaviors throughout the school environment. All staff seek to teach and guide students to demonstrate positive skills. When students struggle with the expectations, we have a progressive discipline policy that is geared toward reflections, restoration and instruction.

Students at Miguelito Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school utilizes the 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. 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 Miguelito 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 with positive behavioral intervention supports. 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 a one-day workshop twice a year with hands-on training on behavioral expectations in all areas of the school and its programs.

## 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

## Public Internet Access

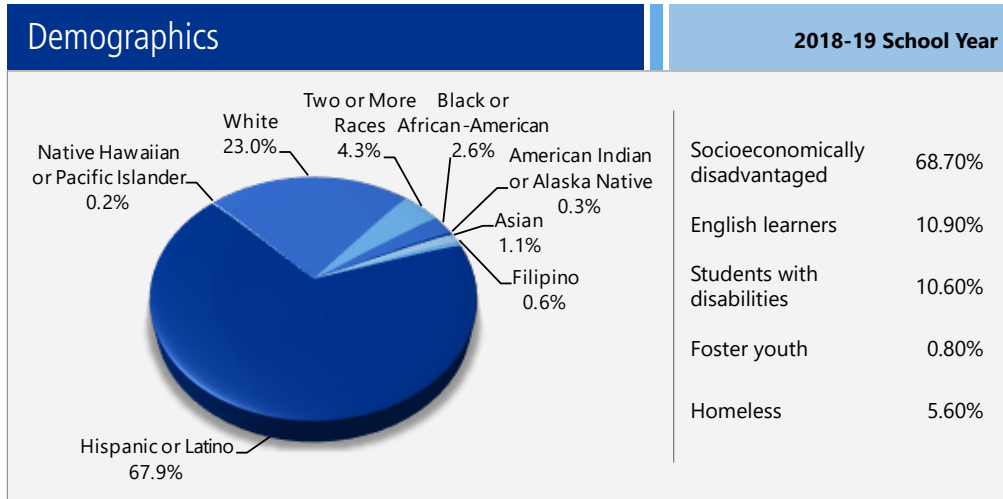
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, 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.





## Enrollment by Student Group

The total enrollment at the school was 623 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## School Profile

The city of Lompoc and its surrounding areas incorporates an industrial and rural economic base. The population of more than 43,500 is ethnically diverse. Miguelito Elementary School was built in 1969 and was closed in 1975. During the time it was closed, Allan Hancock College in Santa Maria used its facilities as a satellite school. The Lompoc Unified School District reopened Miguelito in the 1986-87 school year as an elementary school.

Miguelito Elementary School, located in the southwest region of Lompoc, is one of the nine elementary schools in Lompoc Unified School District. Additionally, the district has two middle schools, two comprehensive high schools, one alternative education facility, a continuation high school, an adult education facility and several Santa Barbara County supervised preschools.

The Miguelito student body of approximately 650 students reflects a well-rounded, ethnically diverse community. The teachers are highly qualified (following Elementary and Secondary Education Act [ESEA] Section 1119 criteria) and create an engaging environment. Full-time employees include a school principal, administrative assistant, office assistant, 28 teachers, a reading specialist, three custodians and a PE teacher. In addition, Miguelito employs the following part-time employees: account clerk/parent liaison, a library technician, a computer instructional assistant, a bilingual instructional assistant, bilingual liaison, a food-services worker, six noon duty-aides, a school nurse, a health clerk and two support teachers. We also contract with FSA to have a counselor on campus part time.

Miguelito offers its students many programs to enhance their learning with numerous field trips like the Lompoc Museum, Lotus Land, Cabrillo Marine Aquarium, Arroyo Hondo, Granada Theater and more. The sixth-grade students also participate in a multiday field trip to marine science camp on Catalina Island. Miguelito staff offers after-school programs such as STEM Club, Robotics Club, Math Superbowl Club, Chess Club, Imagine Learning, Battle of the Books, County Spelling Bee Science Expo, Science Night, Garden activities, and Revolutionary War reenactment. Other enhanced programs during the day include Moxi Museum and Read-In at the Park Day.

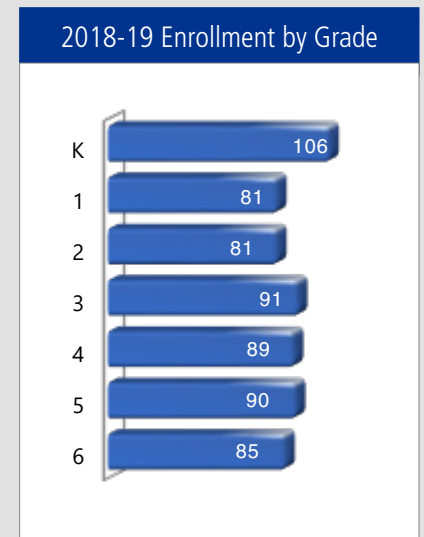
This year there are also several student-run campus clubs to help build and support community by serving as Garden Groomers, Cafeteria Captain, Equipment Managers and the Clean Campus Crew.

Volunteers provide support and are integral in the development of the educational program at Miguelito Elementary School. Volunteers invest thousands of hours throughout the year reading in classrooms, preparing classroom materials for teachers, working with small student groups, fundraising and planning special activities. Also, the PTA sponsors assemblies, family fun nights, and book fairs throughout the year, as well as pays for art program, dance lessons, and funds to provide for a portion of field trips and educational programs for all grade levels.

Miguelito Elementary School adheres to state guidelines for instructional minutes and holds minimum days on Wednesdays to support its professional learning communities (PLCs) allowing for grade level, schoolwide and districtwide collaboration to occur.

## 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			
Miguelito ES			
	16-17	17-18	18-19
<b>Suspension rates</b>	1.6%	3.1%	2.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
Lompoc USD			
	16-17	17-18	18-19
<b>Suspension rates</b>	4.5%	5.1%	6.3%
<b>Expulsion rates</b>	0.0%	0.1%	0.1%
California			
	16-17	17-18	18-19
<b>Suspension rates</b>	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

## School Attendance

Regular attendance, punctuality and promptness at Miguelito 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 Miguelito Elementary School. Parents are notified of absences through phone calls, letters, home visits and conferences with the principal. 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).

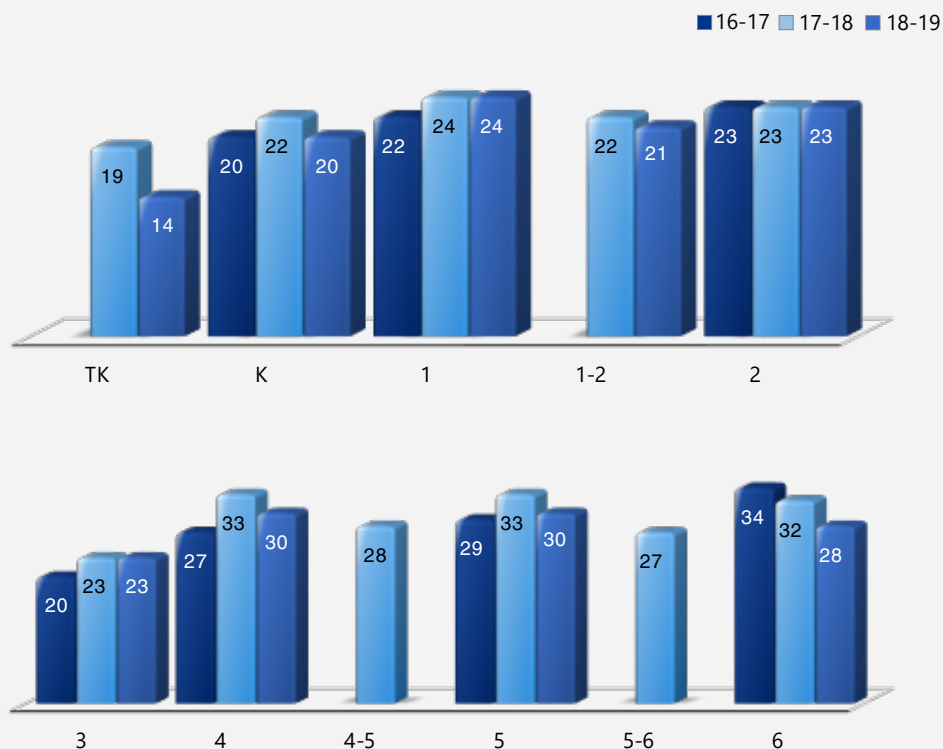
Lompoc Unified School District's SARB consists of parents, community members, the district SARB secretary, and representatives from law enforcement and probation. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of intervention are not effective. The members of SARB, the referred 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.

## 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			2		
K	3	1			4		1	3	
1		4			3			3	
1-2					1			1	
2		4			3			3	
3	2	2			4			4	
4		3			1	1		3	
4-5					1				
5		3			1	1		3	
5-6					1				
6			3		2			3	





## 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	
	Miguelito 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	
	Miguelito ES		Lompoc USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	51%	49%	47%	44%	50%	51%
Mathematics	36%	40%	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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Miguelito ES
		Grade 5
Four of six standards		21.3%
Five of six standards		23.6%
Six of six standards		5.6%

## 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 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	351	345	98.29%	1.71%	48.70%
Male	181	179	98.90%	1.10%	46.37%
Female	170	166	97.65%	2.35%	51.20%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	244	240	98.36%	1.64%	45.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	77	76	98.70%	1.30%	57.89%
Two or more races	13	13	100.00%	0.00%	69.23%
Socioeconomically disadvantaged	266	262	98.50%	1.50%	45.42%
English learners	67	65	97.01%	2.99%	38.46%
Students with disabilities	52	50	96.15%	3.85%	6.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	12	92.31%	7.69%	33.33%

❖ 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.



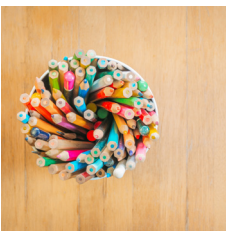




## CAASPP Results by Student Group: Mathematics (grades 3-6)

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	351	346	98.58%	1.42%	40.46%
Male	181	180	99.45%	0.55%	40.00%
Female	170	166	97.65%	2.35%	40.96%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	244	241	98.77%	1.23%	37.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	77	76	98.70%	1.30%	48.68%
Two or more races	13	13	100.00%	0.00%	61.54%
Socioeconomically disadvantaged	266	263	98.87%	1.13%	38.40%
English learners	67	66	98.51%	1.49%	24.24%
Students with disabilities	52	50	96.15%	3.85%	2.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	12	92.31%	7.69%	25.00%

❖ 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.



## 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

## 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





## 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		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		7/23/2019
<b>Date of the most recent completion of the inspection form</b>		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
<b>Interior</b>	Flooring in poor condition in Rm 31. Flooring added to GO Bond project list.	TBD
	Baseboard missing in Rm 32. Ceiling tiles broken, stained or missing in Rms 33 and 34. Acoustic wall board tear in Rm 33. Work orders generated.	To be completed by August 2020.
<b>Safety</b>	No exterior cameras monitoring ingress or egress at MPR and Front office. Camera systems added to GO bond project list.	TBD
<b>Structural</b>	Ramp needs repair on Rm 24. Work orders generated.	To be completed by August 2020.
<b>External</b>	Galvanized fencing at parking lot and playing fields in poor condition. Fencing added to GO Bond project list.	TBD



*"We take great pride in Miguelito Elementary School and welcome everyone to join in our ongoing efforts to guide students to become responsible, successful citizens and lifelong learners."*

## School Facilities

Miguelito Elementary School was built in 1969. The school facilities span nearly 39,000 square feet and include 13 permanent classrooms, 15 portable classrooms, speech and counselor areas, a library, a multipurpose room, administrative offices, and storage rooms. The school recently completed a massive modernization project using Measure N funds that updated the restrooms and increased handicapped accessibility throughout the campus. We recently had LED lights installed in permanent classrooms, which will not only improved the lighting, but also reduced our energy usage. The facility strongly supports teaching and learning through its ample classroom and playground space. Recently, Lompoc Unified School District installed a wrought iron fence to protect the front classrooms of the school. Gates remain locked during classroom time, and visitors are asked to sign in and wear a badge when on campus.

During the beginning of the school day and dismissal times, parents have been instructed on the safety rules to enter and exit the parking lot to drop off and pick up their children. In addition, staff members are on duty 20 minutes before and after school to support safety and supervision of students.

**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.



## 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	Miguelito ES		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	478	29	33	29
<b>Without a full credential</b>	26	0	0	1
<b>Teaching outside subject area of competence (with full credential)</b>	15	0	0	0

## 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>	✧
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	0.500
<b>Library media teacher (librarian)</b>	0.000
<b>Library media services staff (paraprofessional)</b>	0.625
<b>Psychologist</b>	0.400
<b>Social worker</b>	0.000
<b>Nurse</b>	0.250
<b>Speech/language/hearing specialist</b>	0.700
<b>Resource specialist (nonteaching)</b>	0.000

## 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		
		Miguelito 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

## School Leadership

Leadership at Miguelito 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.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include the School Site Council, Parent Teacher Association, Leadership Team, Student Study Teams, English Learner Advisory Committee, Student Council Advisory Committee, Renaissance Committee, Safety Committee, Yearbook publication, Social Committee, and BEST Committee. The teachers, students and parents also maintain a school garden. Through the collaboration teams, teachers analyze data and use Response to Intervention (RTI) strategies. We also encourage technology growth through collaboration and with the assistance of our technology support teacher.





## 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

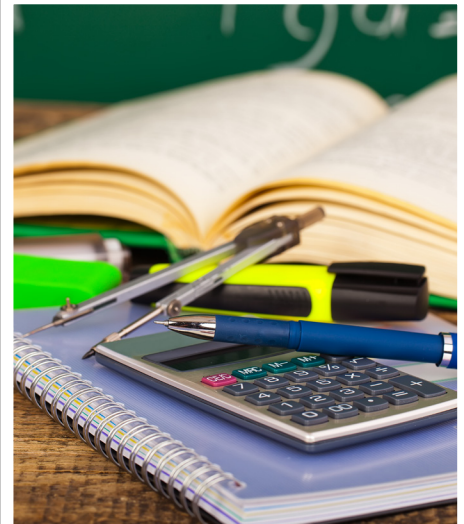
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Miguelito ES	\$6,169	\$80,818
Lompoc USD	\$9,816	\$75,580
California	\$7,507	\$78,059
School and district: percentage difference	-37.2%	+6.9%
School and California: percentage difference	-17.8%	+3.5%

## 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	\$7,107
Expenditures per pupil from restricted sources	\$937
Expenditures per pupil from unrestricted sources	\$6,169
Annual average teacher salary	\$80,818



## 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.

# Miguelito Elementary School

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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