

Crestview Elementary School

Grades Kindergarten through Five

Dr. Ken Faulk
Principal



Utah Avenue
Vandenberg Air Force Base, CA 93437
(805) 742-2050
<http://crestview.lusd.org>

2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

2008-09 Board of Education

Sue Schuyler
President

Kristopher L. Andrews
Vice President

Anne Bossert
Clerk

Kay Eatmon
Member

Timothy Moncier
Member



District Administration

Marilyn Corey
Interim Superintendent of Schools

Tanya Opfermann
*Assistant Superintendent of
Education Services*

Gary Mortimer
*Interim Assistant Superintendent
of Business,
Facilities, and Administrative
Support Services*

Principal's Message

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

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

The SARC gives only a partial picture of the environment we provide for your child. We invite you to come to Crestview Elementary School and be active participants in the education of a child. At Crestview, we believe that all children can learn at high levels.



Honorable Mention

7c a a i b]hm' / 'GW\cc'' DfcÜ'Y

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County, with a population of approximately 48,000. 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 over 10,000 students in grades K-12 living in the City of Lompoc, Vandenberg Village, Mesa Oaks, Mission Hills, Vandenberg Air Force Base, and rural areas adjacent to these communities.

Crestview Elementary School is very proud of our academic achievements. Our API score increases every year. We have the highest API score in the District; with a score of 910, we have more than exceeded the State's API goal of 800. We also received Honorable Mention as a California Distinguished School in the 2005-06 school year.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	5.9%
American Indian	0.2%
Asian	2.2%
Caucasian	67.2%
Filipino	2.4%
Hispanic or Latino	10.9%
Úæ&ì, &ü* æ}â^!	1.8%
Multiple or No Response	9.3%

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

The school operates on a traditional calendar. During the 2007-08 school year, the school served 494 students in grades K-5. Crestview Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education.

School Leadership

Principal Ken Faulk has led the school for three years, backed by more than 17 years of experience in education, with five years in administration. Leadership at Crestview Elementary School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents. All members of the school community are committed to a shared school-wide 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 comply with District goals. These committees include the BEST Committee, School Safety Committee, Parent Teacher Association, School Site Council, and Faculty Advisory.

Community Involvement

Parents and the community are very supportive of the educational program at Crestview Elementary School. Parents are welcome to participate in a variety of events, including Family Reading, Math, and Science nights, Reading Counts, and field trips. Every grade level now has a website that can be linked from the school website: <http://crestview.lusd.org>. Parents and the community are encouraged to visit the sites often for grade level updates.

Many programs and activities are enriched by the generous contributions made by: Parent Teacher Association, Partners Assisting In Reading (PAIR), Rotary Club (Literacy Program), Vandenberg Thrift Store, Vandenberg Spouse's Club, Wal-mart, and Burger King.

Contact Information

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

School Attendance

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

Regular daily attendance is a priority at Crestview Elementary School. Parents are notified of absences through phone calls, letters, conferences with the Principal, and when necessary, visits to the student's home.

Good attendance is encouraged through motivational incentives, including monthly awards to the classroom with the best attendance record. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB).

Lompoc Unified School District's School Attendance Review Board (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 behavioral problems.

Discipline & Climate for Learning

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

Students at Crestview Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school'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 school utilizes the BEST Program (Building Effective Schools Together) that promotes students to come to school ready to learn and become problem solvers. The goal of Crestview Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school believes in positive reinforcement and consistency with all students. Parents and students are informed of discipline policies at the beginning of each school year through the student handbook handed out at the beginning of the year.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	11	11	6	1737	1482	1820
Suspension Rate	2.2%	2.2%	1.2%	15.7%	13.7%	17.2%
Expulsions	0	0	0	23	24	21
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%

Class Size

The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	20	6	6	6	-	-	-	-	-	-
1	19	20	20	5	5	5	-	-	-	-	-	-
2	20	20	20	3	4	5	-	-	-	-	-	-
3	16	21	20	4	1	4	-	1	-	-	-	-
4	32	29	29	-	-	-	2	2	2	-	-	-
5	27	31	33	-	-	-	3	2	1	-	-	1
K-3	20	20	18	2	2	1	-	-	-	-	-	-
3-4	-	23	-	-	-	-	-	1	-	-	-	-

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. Lompoc Unified School District held a Public Hearing on October 14, 2008, and determined that each school within the District has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, or 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 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. Lompoc Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Textbook 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.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	GizUWJYbh	% Lacking	
6th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%	
K-5	English/ Language Arts	Houghton T&E	2003	Yes	0.0%	
6th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%	
K-5	History/Social Studies	MacMillan/ McGraw Hill	2006	Yes	0.0%	
K-5	Mathematics	Houghton T&E	2001	Yes	0.0%	
6th	Mathematics	Prentice Hall	2008	Yes	0.0%	
6th	Mathematics	Scott Foresman	2004	Yes	0.0%	
K-6	Science	MacMillan	2007	Yes	0.0%	

Computer Resources

Each classroom at Crestview Elementary School contains an average of three computers. The school's computer lab has 33 workstations for student use that include programs such as Reading Counts, Accelerated Math, and Type to Learn. All computers are Internet connected.

The school recently upgraded the computer lab's wiring and reconfigured the facility to accommodate more workstations. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, word processing, mathematical proficiency, and reading comprehension.

Computer Resources			
	05-06	06-07	07-08
Computers	120	136	136
Students per computer	4.2	3.7	3.6
Classrooms connected to Internet	24	24	26

Availability of Additional Internet Access at Public Locations

The Lompoc Public Library and the Vandenberg Village Branch of the Lompoc Public Library provide free internet access to all community members including the students of the Lompoc Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Crestview Elementary School. Measures include STAR testing, District curriculum assessments, and report card grades. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and District performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
API School Results	Yes	Yes	No	No
Graduation Rate	N/A		Yes	Yes

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
First Year in PI	Not in PI	In PI
Year in PI (2008-09)	-	2008-2009
# of Schools Currently in PI	-	Year 1
Percentage of Schools in PI	-	9
Percentage of Schools in PI	-	60.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

The adjacent table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	9	9	
Similar Schools Rank	10	9	8	
All Students				
Actual Growth	11	0	31	910
Socioeconomically Disadvantaged				
Actual Growth	8	5	12	874
Caucasian				
Actual Growth	13	-8	35	922

California Standards Tests (CSTs)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	72	71	75	42	43	43	42	43	46
Mathematics	78	79	87	34	34	40	40	40	43
Science	67	64	79	37	38	44	35	38	46
History/Social Science				37	38	36	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	71	88	84	
Female	80	86	73	
African American	71	75	*	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Caucasian	78	89	79	
Filipino	82	91	*	
Hispanic	68	80	*	
DUWJÜW`-g`UbXYf	*	*		
Economically Disadvantaged	67	84	73	
English Learners	*	*	*	
Students with Disabilities	*	*	*	

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*

Data Sources

Data within the SARC was provided by Lompoc Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Physical Fitness

In the spring of each year, Crestview Elementary School is required by the State to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
5th Grade	
School	
School Overall	40.4%
School (Boys)	41.9%
School (Girls)	38.5%
District	
District Overall	26.1%
District (Boys)	21.5%
District (Girls)	31.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Staff Development

All training and curriculum development at Crestview Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Three mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified.

Teacher Assignment

Lompoc Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Crestview Elementary School had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	26	25	25	500
Without Full Credentials	0	0	0	21

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

<][\`m'E i U'JÜYX'HYUW\Yfg

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements to be considered "highly qualified." Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	100.0%
District	95.9%	4.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.0%	5.0%

Counseling & Other Support Services

It is the goal of Crestview Elementary School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Campus Supervisor	5	0.2
Counselor	1	0.1
Health Clerk	1	0.2
Nurse	1	0.2
Psychologist	1	0.2
Speech/Language Specialist	1	0.3

Crestview Elementary School understands the importance of a well-rounded education. In an effort to strengthen science comprehension, grades three through five receive one hour of instruction in the science lab every week.

The Gifted and Talented Education (GATE) program is offered to students in grades four and five who have been recognized as high achievers by their teachers and identified through State testing programs. Students in the GATE program receive differentiated instruction in their regular classroom by their classroom teacher.

Students whose test results indicate they need additional assistance to achieve grade level proficiency are clustered and receive differentiated instruction in their regular classroom. After-school tutoring is also available on an as-needed basis by the student's teacher. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Students identified as English Learners through the California English Language Development Test (CELDT) are assigned to appropriately credentialed teachers and receive instruction in English Language Development in their regular classroom.

Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include supplemental assistance by a Resource Specialist.

Lompoc Unified School District participates in the Santa Barbara County Special Education Local Plan Area (SELPA). The SELPA helps ensure all students with identified disabilities receive a quality public education, according to the Individuals with Disabilities Education Act. Professionals and experts in the field of special education are readily available to serve the District and its students who require an alternative educational solution based upon their physical and emotional needs. The District's Special Education Director meets monthly with the SELPA team to discuss student progress.

School Facilities & Safety

Crestview Elementary School was built in 1960. School facilities span nearly 40,000 square feet, and include classrooms, administrative offices, a cafeteria, and storage rooms. The school recently completed a massive modernization project in the summer to renovate the restrooms and update the infrastructure of the school, including installing new fire alarms, gas lines, and electrical systems. The school also added 12 portable classrooms to accommodate students who transferred from a school that closed last year. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of January 23, 2009.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good 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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. 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.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$395,786 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

School Facility Conditions				
Date of Last Inspection: 12/23/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8YÙW YbWm' / ' FY a YX U'' Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Crestview Elementary - Floor tiles missing/broken: C1, C2, D3, F1, K1. Ceiling tile missing/broken: principal's office. Work orders in progress.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			Crestview Elementary - Fire extinguisher missing: F3. Work order in progress to replace it.
Electrical (Interior and Exterior)	X			Crestview Elementary - One ballast is out: F2. Work order in progress.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Deferred Maintenance Projects

For the 2008-09 school year, the District's governing board approved deferred maintenance projects for this school that will result in new paint and electrical systems. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

Safety of students and staff is a primary concern of Crestview Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, recesses, and before and after school, teachers, custodians, the Principal, and Noon Duty Supervisors monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in September 2008. A copy of the plan is available to the public at the school and District offices.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,916
From Restricted Sources	\$229
From Unrestricted Sources	\$4,687
District	
From Unrestricted Sources	\$4,947
Percentage of Variation between School & District	5.26%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	11.57%

District Revenue Sources

In addition to general fund State funding, Lompoc Unified School District receives State and Federal categorical funding for special programs. For the 2006-07 school year, the District received approximately \$2,439 per student in Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid/LEP
- Microsoft Grant

- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School and Library Improvement Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act
- Carl Perkins Grant

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,166	\$39,708
Mid-Range Teachers	\$64,109	\$63,805
Highest Teachers	\$77,320	\$82,081
Elementary School Principals	\$94,197	\$102,166
Middle School Principals	\$94,288	\$107,816
High School Principals	\$110,423	\$116,474
Superintendent	\$160,400	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.6%
Administrative Salaries	5.9%	5.2%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$62,064
District	\$63,642
Percentage of Variation	2.48%
School & State	
School	\$63,458
Percentage of Variation	2.20%