

Lompoc Unified School District

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

Dr. Clara Finneran, Superintendent ▪ finneran.clara@lusd.org ▪ (805) 742-3300

SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Mission Valley School

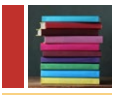
Grades TK-8
CDS Code 42-69229-0100651

Chantal Martinez, Administrator
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1213 North A Street
Lompoc, CA 93436
(805) 742-2300

www.lusd.org/missionvalley





District Mission Statement

Lompoc Unified School District is a community of learners that provides educational experiences for each of our students to meet high expectations.

District Vision Statement

Every student prepared to graduate from high school ready to meet the challenges of post-secondary education and the demands of a successful career.

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.

Administrator's Message

Mission Valley School (MVS) provides independent study in the Lompoc Unified School District for students in transitional kindergarten (TK) through eighth grade. The independent study for grades TK-8 supports and services families through the guidance of credentialed teachers with lesson planning, educational strategies, and monitoring of student progress and achievement at home.

Mission Valley teachers and staff promote:

- Relationships—a partnership between teachers, students and parents in the educational process
- Rigorous curriculum—all textbooks and materials are compliant with district and state standards
- Relevant learning—students are academic achievers in an optional educational environment

Parents who partner with MVS have the benefit of working with experienced, professional teachers to establish an educationally sound learning program that builds on their student's interests and learning styles. Together, we prepare, challenge and inspire students to achieve personalized academic success.

School Mission Statement

Mission Valley School offers alternative learning opportunities for elementary and middle school students who want to work outside of the traditional school setting. This alternative school setting is built on personalized strategies, rigorous standards and outcomes relevant to each student. We provide independent study for grades TK-8, where students and parents work from home, while in a partnership with a credentialed supervising teacher. Experienced Mission Valley teachers prepare, monitor, and implement programs that enrich, challenge, and inspire students to achieve personalized academic achievement.

School Vision Statement

Mission Valley School provides the three R's:

- Relationships: Families, students, and Mission Valley staff work together for the success of each student
- Rigor: Engaging and challenging curriculum supports the educational needs of each student
- Relevance: Teaching strategies and collaboration support each student's needs to ensure academic growth and success

Parental Involvement

Mission Valley School uses the school's website and LUSD announcements to provide information to all families about opportunities to incorporate community activities to enhance lesson plans, for social development, or for the development of new skills.

MVS has an active School Site Council that meets regularly throughout the school year.

Parents or community members who wish to become a volunteer or participate in leadership teams or school committees may contact the office at (805) 742-2940.

District Administration

Dr. Clara Finneran

Superintendent of Schools

Doug Sorum

Assistant Superintendent, Business Services

Brian Jaramillo

Assistant Superintendent, Education Services

Paul Bommersbach

Assistant Superintendent, Human Resources

Tina Wall

Director, Curriculum & Instruction

Christopher Holmes

Director, Pupil Support Services

Jamie Johnson

Director, Special Education

Open

Director, IT Services

Cynthia Carrillo

Director, Classified Human Resources

Angelica Hernandez

Director, Fiscal Services

Samuel Blanton

Director, Maintenance & Operations

Michelle MacKinnon

Director, Child Nutrition Services

Governing Board

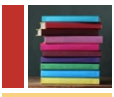
William, "Franky," Caldeira, President

Tracy Phillips, Vice President

Brenda Villa, Clerk

Mitch Torina, Member

LeAnne Woolever, Member

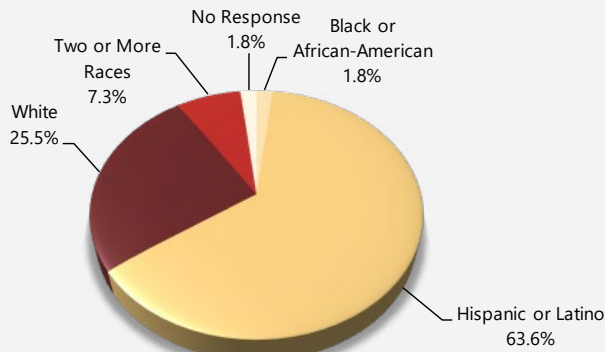


Enrollment by Student Group

The total enrollment at the school was 55 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2023-24 School Year



Average Class Size and Class Size Distribution

Not applicable. Mission Valley School is an independent study school. Therefore class size does not apply.



"Parents who partner with MVS have the benefit of working with experienced, professional teachers to establish an educationally sound learning program that builds on their student's interests and learning styles."

School Safety

Safety of students and staff is a primary concern of Mission Valley School. The school complies with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school has a disaster-preparedness plan, which includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. All visitors must check in at the school office and wear a visitor's badge while on school grounds.

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 December 2024. A copy of the plan is available to the public at the school and district offices.

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Enrollment by Student Group

Demographics

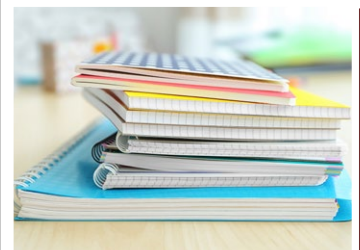
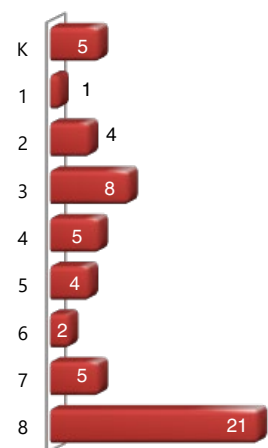
2023-24 School Year

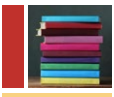
Female	56.40%
Male	43.60%
Non-Binary	0.00%
English learners	10.90%
Foster youth	0.00%
Homeless	3.60%
Migrant	0.00%
Socioeconomically Disadvantaged	85.50%
Students with Disabilities	10.90%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Mission Valley School			Lompoc USD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	0.00%	0.00%	0.90%	5.20%	5.60%	5.40%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.90%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

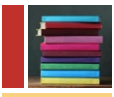
Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90%	0.90%
Female	0.00%	0.00%
Male	2.10%	2.10%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.30%	1.30%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.10%	1.10%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Lompoc Unified School District's Professional Development Plan for our 2024-25 school year is designed to strengthen educators' instructional practices and enhance support for all students. This year, our focus areas include:

- 1. Literacy:** Educators will engage in professional learning centered on improving reading instruction through evidence-based practices. Our primary teachers will focus on phonemic awareness and phonics instruction through the use of a structured literacy program that incorporates whole-class and small-group instruction.
- 2. Mathematics:** Professional development in math will emphasize deepening conceptual understanding and promoting problem-solving skills. Educators will explore ways to scaffold math instruction and use data to implement targeted instruction, ensuring students at all levels receive appropriate support. Great emphasis will be placed on sparking curiosity, increasing mathematical discourse, and growth mindsets.
- 3. Universal Design for Learning (UDL):** To create more inclusive learning environments, UDL principles will guide selected teachers, who are being trained to train others, in designing lessons that provide multiple means of engagement, representation, and expression. Training will help educators remove barriers to learning by planning for learner variability from the start.
- 4. Inclusion Support through Co-Teaching:** Lead co-teaching educators will receive training in effective co-teaching strategies to foster successful partnerships between general and special education teachers. This approach will help create a more inclusive learning environment where students of all abilities can thrive with the necessary support. Teachers will understand the importance of each of their roles within the classroom environment and best practices to support diverse learners.
- 5. Writing:** Professional learning will focus on enhancing students' writing skills across the curriculum. Secondary teachers will explore strategies to support students in all stages of the writing process, from idea generation to revision and publication, as well as integrating writing across content areas to build communication skills.

Continued on page 5



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. 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 participating in each of the five fitness components 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					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	▲	▲	▲	▲	▲
7	▲	▲	▲	▲	▲

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	110	88	7	8.00%	
Female	62	49	2	4.10%	
Male	48	39	5	12.80%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	75	59	6	10.20%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	0	0	0	0.00%	
White	25	23	0	0.00%	
English Learners	16	11	1	9.10%	
Foster Youth	0	0	0	0.00%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	92	73	7	9.60%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	23	16	0	0.00%	

▲ At the time of this publication, PFT participation data was not available from Fitnessgram.

Professional Development

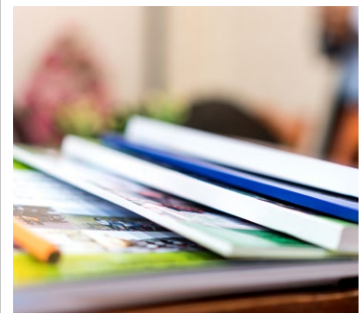
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- 6. Social Emotional Learning (SEL) for Adults and Students:** This year, we are expanding our focus on SEL from last year to support both educators and students. For students, SEL professional development will emphasize fostering emotional regulation, building relationships, and creating a positive school climate. For educators, SEL training will address managing stress, building resilience, and creating a supportive work environment that promotes well-being and professional growth.

By integrating these areas into our professional development plan, we aim to equip educators with the skills and strategies needed to foster academic success and emotional well-being, creating a more inclusive, supportive, and engaging learning environment for all students.

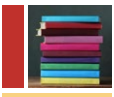
Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2022-23	3
2023-24	3
2024-25	3



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

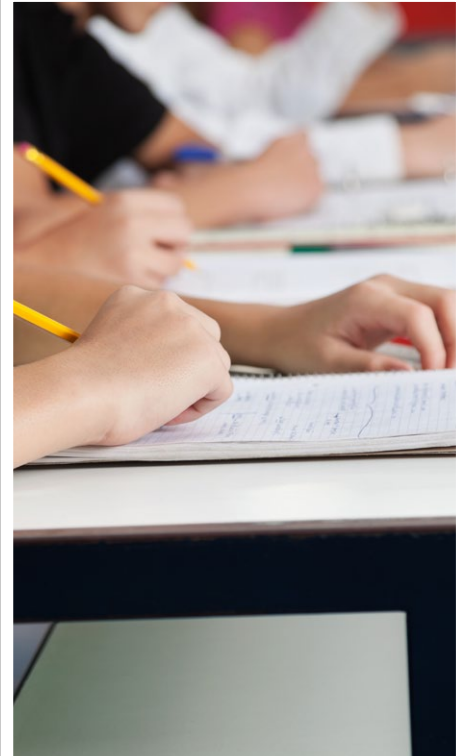


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Mission Valley School		Lompoc USD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	8.57%	15.00%	23.76%	23.90%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

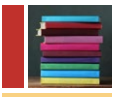
Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Mission Valley School		Lompoc USD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	31%	26%	32%	32%	46%	47%
Mathematics	19%	12%	22%	22%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

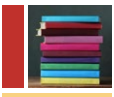


CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	29	20	68.97%	31.03%	15.00%
Female	17	11	64.71%	35.29%	0.00%
Male	12	9	75.00%	25.00%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	23	16	69.57%	30.43%	6.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	19	13	68.42%	31.58%	15.38%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



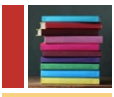


CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	68	50	73.53%	26.47%	26.00%
Female	38	27	71.05%	28.95%	14.81%
Male	30	23	76.67%	23.33%	39.13%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	47	35	74.47%	25.53%	17.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	18	12	66.67%	33.33%	33.33%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	47	36	76.60%	23.40%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	7	58.33%	41.67%	❖

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

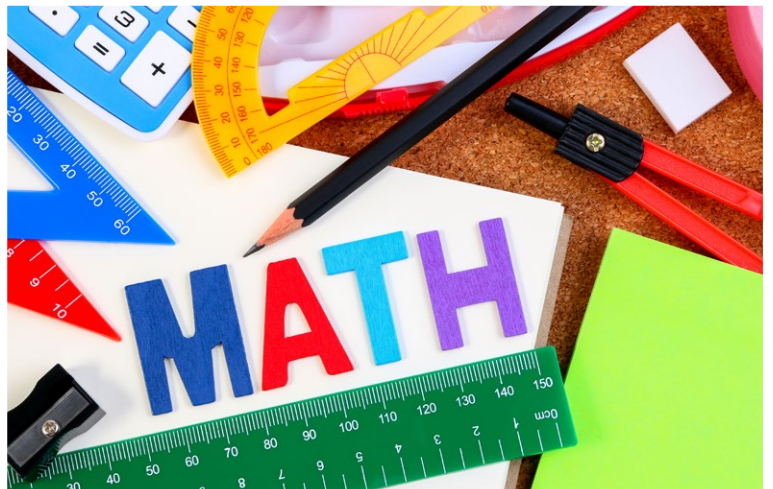


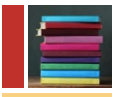


CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	68	52	76.47%	23.53%	11.54%
Female	38	28	73.68%	26.32%	7.14%
Male	30	24	80.00%	20.00%	16.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	47	36	76.60%	23.40%	8.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	18	13	72.22%	27.78%	15.38%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	47	36	76.60%	23.40%	5.56%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	6	50.00%	50.00%	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students 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, 2024, 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

2024-25 School Year

Subject	Textbook	Adopted
English language arts	<i>World of Wonders</i> , McGraw Hill (TK)	2017
English language arts	<i>Learning Without Tears</i> (TK)	2023
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/language development	<i>StudySync</i> , McGraw Hill (6-8)	2016
English language arts	<i>WonderWorks</i> , McGraw Hill (K-5)	2017
Mathematics	<i>Bridges Math</i> (TK)	2023
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 (6-8)	2019
Mathematics—Dual Immersion	Spanish Mathematics, Open Up Resources (6)	2019
Science	TWIG Science (TK-5)	2021
Science	TWIG Science Discipline Specific (6-8)	2021
Science—Dual Immersion	TWIG Science Spanish (K-3)	2021
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>Studies Weekly</i> (K-6)	2023
History/social science	<i>World History: Ancient Civilizations</i> , Holt, Rinehart and Winston (6)	2007
History/social science	<i>California World History: Medieval to Early Modern Times</i> , My World Interactive; Pearson (7)	2019
History/social science	<i>California American History: Growth and Conflict</i> , My World Interactive; Pearson (8)	2019
Foreign Language	<i>Temas</i> , Vista Higher Learning (8)	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

2024-25 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

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

Currency of Textbooks

2024-25 School Year

Data collection date	9/24/2024
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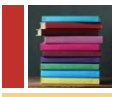
Quality of Textbooks

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

Quality of Textbooks

2024-25 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2024-25 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent FIT report		8/29/2024

School Facilities

School facilities for Mission Valley consist of four classroom. Students have access to other types of school facilities through their resident school. Mission Valley's school site strongly supports teaching and learning throughout the classrooms.

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 maintain cleaning schedules to ensure a clean and safe school.



"Together, we prepare, challenge and inspire students to achieve personalized academic success."

Types of Services Funded

For the 2023-24 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 funds
- After School Education and Safety (ASES) Program
- Special education IDEA, preschool, mental health
- Title I
- Title II
- Title III English learner (EL) and immigrant
- Title IV
- Comprehensive Support and Improvement
- Career Technical Education Incentive Grant (CTEIG)
- Elementary and Secondary School Emergency Relief (ESSER) I
- ESSER II
- Governor's Emergency Education Relief (GEER) I
- COVID Relief Fund
- Learning loss
- In-person instruction
- Expanded learning and expanded learning paraeducator
- Medi-Cal
- Office of Juvenile Justice and Delinquency Prevention/Youth Violence Prevention Grant
- Career Technical Education (CTE)





Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.7	36.1%	403.9	81.3%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	6.5	1.3%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	39.9	8.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	61.1%	20.4	4.1%	12,115.8	4.4%
Unknown	0.0	2.4%	25.8	5.2%	18,854.3	6.9%
Total Teaching Positions	2.0	100.0%	496.6	100.0%	274,759.1	100.0%

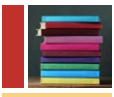
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.0	44.4%	414.3	81.9%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	6.7	1.3%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	38.2	7.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.4	55.3%	21.7	4.3%	11,953.1	4.3%
Unknown	0.0	0.0%	25.1	5.0%	15,831.9	5.7%
Total Teaching Positions	4.5	100.0%	506.1	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.8	45.3%	400.4	78.8%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	14.4	2.9%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	52.3	10.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	54.5%	20.2	4.0%	11,746.9	4.2%
Unknown	0.0	0.0%	20.9	4.1%	14,303.8	5.2%
Total Teaching Positions	4.0	100.0%	508.5	100.0%	277,697.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

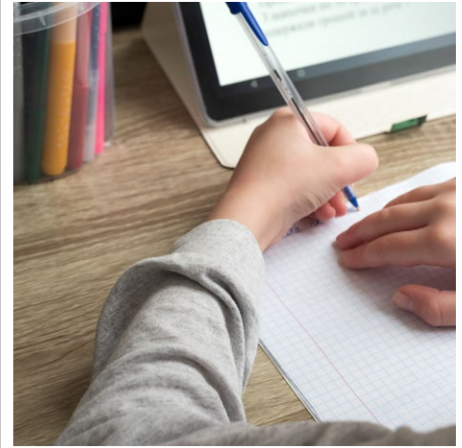
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.2	2.4	2.1
Total Out-of-Field Teachers	1.2	2.4	2.1

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

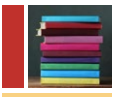
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2023-24 School Year	
	Ratio
Pupils to 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)	0.000
Psychologist	0.250
Social worker	0.000
Nurse	0.125
Speech/language/hearing specialist	0.125
Resource specialist (nonteaching)	0.000
✧ Not applicable.	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2022-23 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		2022-23 Fiscal Year
	Lompoc USD	Similar Sized District
Beginning teacher salary	\$57,506	\$58,855
Midrange teacher salary	\$84,775	\$92,518
Highest teacher salary	\$104,621	\$114,664
Average elementary school principal salary	\$131,838	\$142,791
Average middle school principal salary	\$134,474	\$151,077
Average high school principal salary	\$154,091	\$167,094
Superintendent salary	\$257,500	\$281,085
Teacher salaries: percentage of budget	28.00%	30.99%
Administrative salaries: percentage of budget	5.00%	5.37%

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		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mission Valley School	\$6,873	\$86,686
Lompoc USD	\$12,379	\$70,192
California	\$10,771	\$94,694
School and district: percentage difference	-44.5%	+23.5%
School and California: percentage difference	-36.2%	-8.5%

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	
2022-23 Fiscal Year	
Total expenditures per pupil	\$7,244
Expenditures per pupil from restricted sources	\$371
Expenditures per pupil from unrestricted sources	\$6,873
Annual average teacher salary	\$86,686



Expenditures Per Pupil

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

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

All data accurate as of December 2024.

School Accountability Report Card

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