

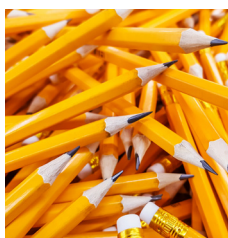
Clarence Ruth Elementary School

Grades TK-6
CDS Code 42-69229-6045587

Dr. Joseph Ledoux
Principal
ledoux.joseph@lusd.org

501 North W Street
Lompoc, CA 93436
(805) 742-2500

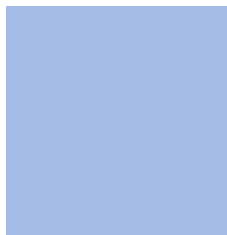
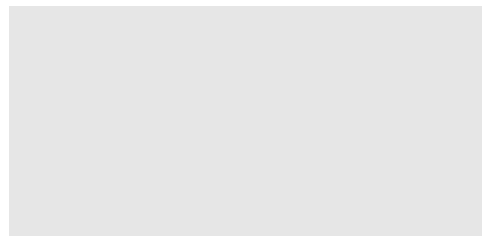
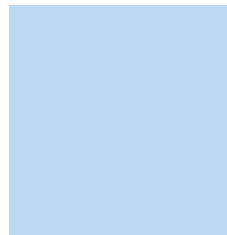
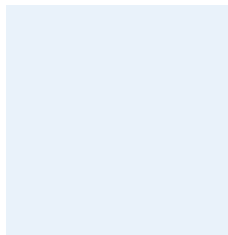
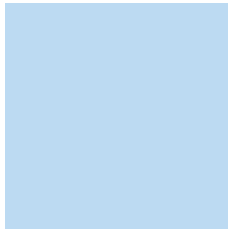
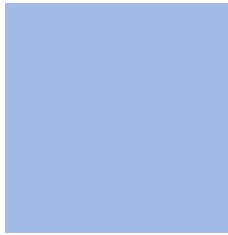
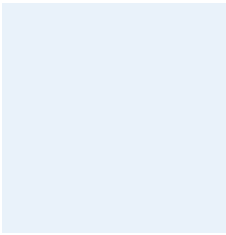
www.lusd.org/ruth



Lompoc Unified School District

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

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





Principal's Message

As principal of Clarence Ruth Elementary School, I would like to welcome you to our school. If you have the opportunity, I would like to invite you to visit our classrooms. At Clarence Ruth Elementary School, we take pride in meeting the needs of students of all learning abilities and learning styles. We work to teach the whole child in order to meet both academic and social-emotional needs. The teaching staff regularly assesses progress and adjusts instruction based on the changing needs of our students. This school year we have added an intervention teacher to pull upper grade (4-6) students during the school day who need targeted interventions. We also encourage our students who are at or above grade level to extend their learning. We offer a program of English language development (ELD) as well as in-class intervention groups for students at risk of not making the grade-level standards. Parents who are interested in getting extra help for their students may attend parent workshops through the Adult Education Partnership courses we offer on our campus.

School Mission Statement

- Teach Common Core State Standards (CCSS) to all students
- Teach the English language, including high levels of reading, writing, speaking and listening, to all English learners
- Intervene early when students are at risk of falling behind
- Provide a safe, secure and peaceful school environment to maximize teaching and learning
- Engage and involve parents in the educational process

School Vision Statement

All Clarence Ruth graduates will be prepared for the college or career path of their choice.



Parental Involvement

Parents have a variety of opportunities to become actively involved in the school and education of their children.

- School Site Council (SSC): The SSC consists of four parents and four teachers. It modifies or develops the Clarence Ruth School Plan and budget. These parents have an opportunity to help guide the instructional plan.
- English Learner Advisory Committee (ELAC): The ELAC meets monthly to promote the involvement of parents of students learning English as a second language. Parents have an opportunity to give input into the development of the instructional plans for English learner (EL) students and to become better informed of the program requirements for EL students.
- Parent-Teacher Association (PTA): The Clarence Ruth PTA meets monthly to plan fundraising to provide programs or services the school might otherwise not be able to afford, such as field trips and extra technology for classrooms.

Parents who wish to participate in Clarence Ruth Elementary School leadership teams, school committees, school activities or become volunteers may contact Dr. Ledoux at (805) 742-2500.

School Safety

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

The Comprehensive Safety Plan was last updated and reviewed with school staff in October 2019. 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, disaster-response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. Teachers are notified when they receive students who have been suspended or expelled. A copy of the plan is available to the public at the school and district offices.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Administration

Trevor McDonald
Superintendent of Schools

Kathi Froemming
Assistant Superintendent of Educational Services

Dr. John Karbula
Assistant Superintendent of Business Services

Bree Valla
Assistant Superintendent of Human Resources

Lacy Gillespie
Director, Classified Human Resources

Brian Jaramillo
Director of Pupil Support Services
Director of Special Education

Cynthia Ravalin
Interim Director of Common Core and Innovation

Margarita Reyes
Director, Fiscal Services

Doug Sorum
Director of Maintenance & Operations

Ian Trejo
Director of Information Technology Services

School Board

Steve Straight, *President*

Dick Barrett, *Vice President*

Dr. Bill Heath, *Member*

Jeff Carlovsky, *Member*

Nancy Schuler-Jones, *Member*

School Profile

Lompoc, located 150 miles northwest of Los Angeles in Santa Barbara County, has a population of approximately 43,500. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The district serves approximately 9,700 students in grades TK-12 living in the city of Lompoc; the communities of Vandenberg Village, Mesa Oaks and Mission Hills; Vandenberg Air Force Base; and rural areas adjacent to these communities.

Clarence Ruth Elementary School provides parents of all grade levels with the tools and strategies to help their children succeed on the California Common Core State Standards. We hold workshops for reading and math activities where parents and community members can participate.



School Leadership

Dr. Ledoux is excited to join Clarence Ruth Elementary School as the new principal. The leadership at Clarence Ruth 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.

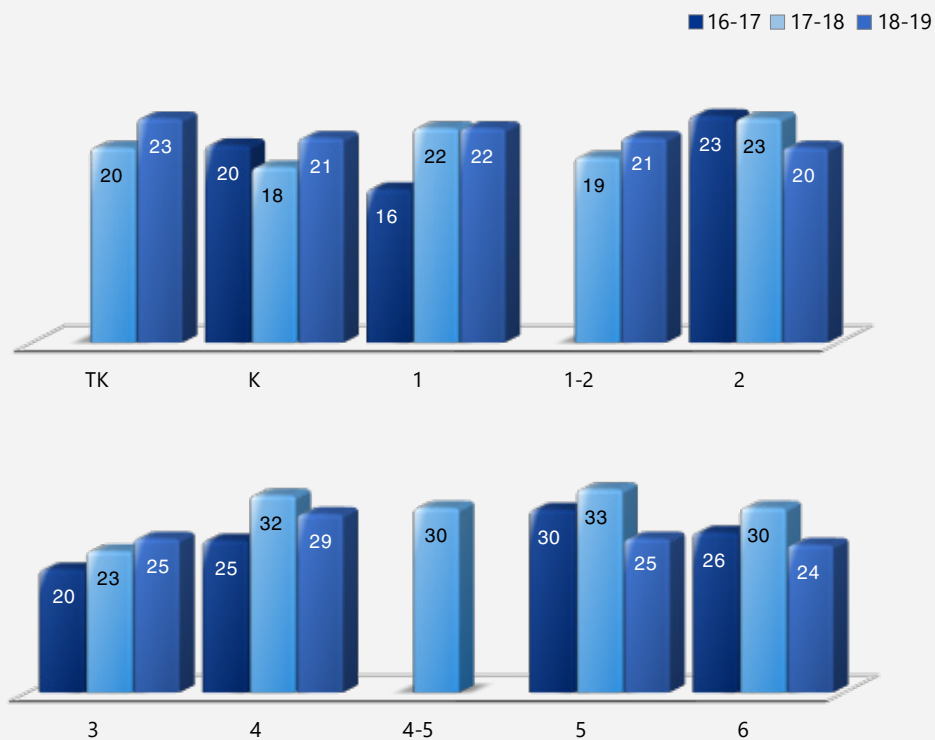
Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include the School Site Council (SSC), Parent-Teacher Association (PTA) and the English Learner Advisory Committee (ELAC).

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

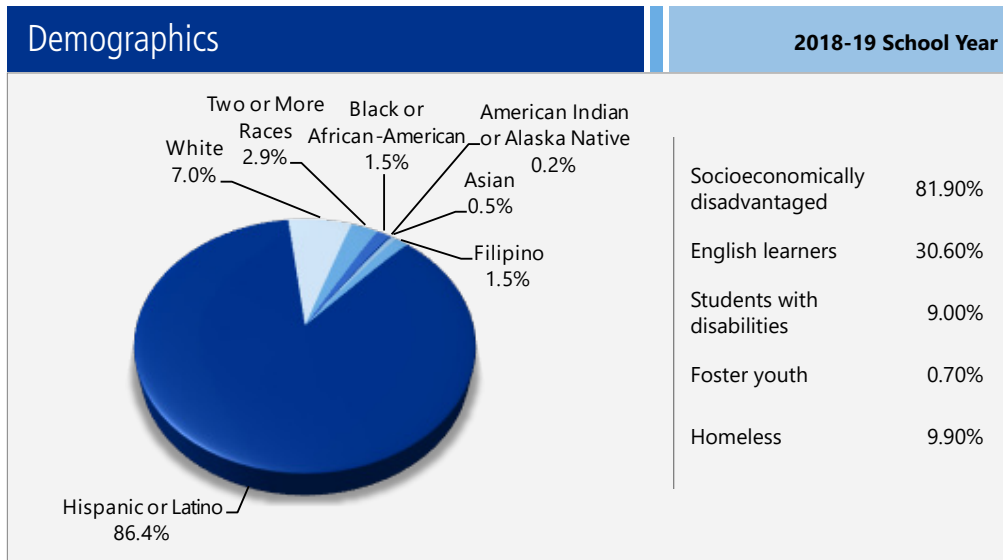
Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK				1				1	
K	3	1		4				3	
1	4				3			3	
1-2				1				1	
2		4			3		2	1	
3	2	2			4			3	
4		3			2			3	
4-5					1				
5		3				2		3	
6		3			3			3	



Enrollment by Student Group

The total enrollment at the school was 546 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



School Attendance

Regular attendance and punctuality at Clarence Ruth Elementary School are necessary parts of the learning process and are critical to academic success. Clarence Ruth uses the Attention2Attendance (A2A) program to notify parents when their student's absence becomes excessive. Parents are contacted about absences through phone calls, letters and conferences with the principal. Good attendance is encouraged through motivational incentives, including Perfect Attendance awards. Those students who exhibit excessive absences are directed to the appropriate authorities, including the district's School Attendance Review Board (SARB).

Lompoc Unified School District's SARB is composed of parents, community members, the district SARB secretary, and representatives from law enforcement and probation. Students are referred to SARB when they have persistent attendance problems in school and when the normal avenues of intervention are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance or behavior problems.

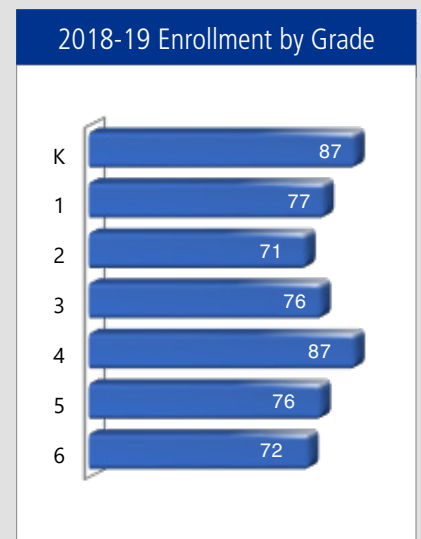
Discipline and Climate for Learning

Lompoc Unified School District annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Clarence Ruth 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 regular awards assemblies.

The school utilizes the Positive Behavior Intervention Systems (PBIS) program. The program emphasizes positive incentives for good behavior. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Clarence Ruth Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the student handbook, safety assemblies and parent conferences.

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			
Clarence Ruth ES			
	16-17	17-18	18-19
Suspension rates	2.6%	3.0%	7.3%
Expulsion rates	0.0%	0.0%	0.0%
Lompoc USD			
	16-17	17-18	18-19
Suspension rates	4.5%	5.1%	6.3%
Expulsion rates	0.0%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



"Learning More – Every Student. Every Day."

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Clarence Ruth 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	
	Clarence Ruth ES		Lompoc USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	31%	35%	47%	44%	50%	51%
Mathematics	16%	21%	27%	29%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Clarence Ruth ES
		Grade 5
Four of six standards		22.1%
Five of six standards		14.3%
Six of six standards		20.8%



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	307	305	99.35%	0.65%	35.08%
Male	171	169	98.83%	1.17%	31.95%
Female	136	136	100.00%	0.00%	38.97%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	265	263	99.25%	0.75%	32.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	57.89%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	273	271	99.27%	0.73%	31.37%
English learners	156	154	98.72%	1.28%	29.22%
Students with disabilities	40	40	100.00%	0.00%	5.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	30	29	96.67%	3.33%	27.59%

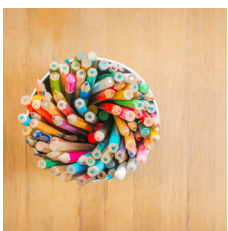
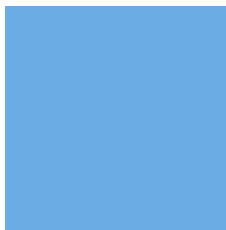
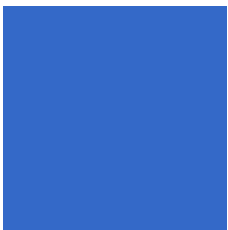
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



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	307	304	99.02%	0.98%	20.72%
Male	171	169	98.83%	1.17%	19.53%
Female	136	135	99.26%	0.74%	22.22%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	265	263	99.25%	0.75%	19.39%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	36.84%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	273	270	98.90%	1.10%	18.15%
English learners	156	154	98.72%	1.28%	15.58%
Students with disabilities	40	40	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	30	28	93.33%	6.67%	14.29%

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





Textbooks and Instructional Materials

Lompoc Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. The district held a public hearing on September 24, 2019, and determined that each school within the district has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, foreign language, health, and visual/performing arts, for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators, teachers, and the District Education Services Coordinator. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on state and district standards. The committee reviews instructional materials on the state list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for two weeks prior to adoption at the Lompoc Public Library for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Education for final adoption.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>World of Wonders</i> , McGraw Hill (TK)	2017
English language arts	<i>Reading Wonders</i> , McGraw Hill (K-5)	2017
English language arts –Dual Immersion	<i>Maravillas</i> , McGraw Hill (K-5)	2017
English language arts	<i>Study Sync</i> , McGraw Hill (6)	2016
English language arts	<i>WonderWorks</i> , McGraw Hill (K-5)	2017
Mathematics	<i>My Math</i> , McGraw Hill (K-5)	2015
Mathematics – Dual Immersion	<i>Mis Matemáticas</i> , McGraw Hill (K-5)	2015
Mathematics	<i>Illustrative Math</i> , Kendall-Hunt (6)	2019
Mathematics – Dual Immersion	<i>Spanish Mathematics</i> – Open up Resources (6)	2019
History/social science	<i>California Vistas</i> , Macmillan/McGraw-Hill (K-5)	2007
History/social science – Dual Immersion	<i>California Vistas – Spanish</i> , Macmillan/McGraw-Hill (3-4)	2007
History/social science	<i>World History: Ancient Civilizations</i> , Holt, Rinehart and Winston (6)	2007
Science	<i>California Science</i> , Macmillan (K-6)	2007
Science- Dual Immersion	<i>California Science - Spanish</i> , Macmillan (3-4)	2007

Currency of Textbooks

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

Currency of Textbooks		2019-20 School Year
Data collection date		9/24/2019

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes





School Facilities

Clarence Ruth Elementary School was built in 1961. School facilities span more than 44,000 square feet and include 32 classrooms, a multipurpose room, administrative offices, a computer lab, a STEM Lab, library and storage rooms. The school recently completed a modernization project that updated the infrastructure and restrooms in the school. The facility strongly supports teaching and learning through its ample classroom and playground space. Safety and security are maintained through regular campus supervision. Teachers are scheduled to supervise the playgrounds before school and during recess. Four noon duty supervisors care for students in the cafeteria, on the playground and after school. After school, students are escorted to the flagpole area where they are supervised until they are picked up or go home. Three full-time custodial staff maintains safety and cleanliness. The lead custodian cleans and provides campus security during school hours. The afternoon custodians clean floors and empty trash in all classrooms on a daily basis. When repairs are needed, the district's Maintenance and Operations Department is summoned by submitting a work order. The lead custodian and the principal work closely with the maintenance supervisor to ensure that needed repairs occur in a timely fashion. The chart displays the results of the most recent facilities inspection.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/23/2019
Date of the most recent completion of the inspection form		7/23/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Counter needs repaired in Room 2. Ceiling trim falling in Rooms 13 and 19. Stained, missing or broken ceiling tiles in Room 25. Missing or broken diffuser in Room 12. Work orders generated.	To be completed by August 2020.
Restrooms/fountains	Fountain needs repaired in Room 2. Work orders generated.	To be completed by August 2020.
Safety	No exterior cameras monitoring ingress or egress at office, 22, or 38. Exterior cameras added to GO Bond project list.	TBD
Structural	Roof in poor condition at Admin office, 2, 3, 4, 12, 13, 15, 16 and 17. Roofs added to GO Bond project list. Portable restroom handrail missing. Work order generated for hand rail.	TBD To be completed by August 2020.
External	Fencing south of portables in poor condition. Fencing added to GO Bond project list.	TBD

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Lompoc USD	Clarence Ruth ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	478	28	31	25
Without a full credential	26	0	1	1
Teaching outside subject area of competence (with full credential)	15	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Clarence Ruth ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

Lompoc Unified School District will provide professional development (PD) through Santa Barbara County Education Office (SBCEO) consultants and publishers of core curriculum for all TK through 12th grade teachers to build their capacity in educational pedagogy and assessment. The topics of the PD will be related to instructional practices, implementation of California State Standards, English language arts (ELA)/English language development (ELD), math, Next Generation Science Standards (NGSS), social studies, foreign language and technology integration in order to meet the district's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English learners and foster youth. Based on Smarter Balanced Assessment Consortium (SBAC) data, additional professional development will occur in content areas of ELA/ELD and mathematics.

Professional development is scheduled in such a way that special education teachers will be able to attend the professional development of core instruction and still receive the necessary trainings from the special education department. Special education professional development will include co-teaching and autism teaching.

Districtwide common minimum days at elementary sites provide additional opportunities to build upon the professional development day instruction to ensure implementation of the standards, core instruction and use of effective instructional strategies. Sites have the opportunity to engage in professional development to meet their site needs through the districtwide collaboration schedule.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3	3

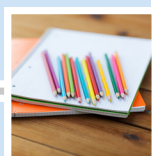
✧ Not applicable.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.625
Psychologist	0.400
Social worker	0.000
Nurse	0.250
Speech/language/hearing specialist	0.700
Resource specialist (nonteaching)	0.000



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	\$7,455
Expenditures per pupil from restricted sources	\$1,258
Expenditures per pupil from unrestricted sources	\$6,198
Annual average teacher salary	\$79,951

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Lompoc USD	Similar Sized District
Beginning teacher salary	\$50,780	\$49,084
Midrange teacher salary	\$75,680	\$76,091
Highest teacher salary	\$95,147	\$95,728
Average elementary school principal salary	\$112,601	\$118,990
Average middle school principal salary	\$119,316	\$125,674
Average high school principal salary	\$135,018	\$137,589
Superintendent salary	\$206,275	\$230,096
Teacher salaries: percentage of budget	31%	35%
Administrative salaries: percentage of budget	4%	6%

Financial Data Comparison

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

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Clarence Ruth ES	\$6,198	\$79,951
Lompoc USD	\$9,816	\$75,580
California	\$7,507	\$78,059
School and district: percentage difference	-36.9%	+5.8%
School and California: percentage difference	-17.4%	+2.4%

Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2019.

School Accountability Report Card

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