Santa Maria-Bonita School District

Isaac Miller School

Grades TK through 6
Jim Bissin, Principal
jbissin@smbsd.net

410 East Camino Colegio
Santa Maria, CA 93454
PH: (805) 361-7560   FAX: (805) 346-1840

2013-14 School Accountability Report Card
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Santa Maria-Bonita School District
708 South Miller Street
Santa Maria, CA 93454
(805) 928-1783

Website Address

www.smbsd.org

2014-15
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Contents

Principal's Message

I'd like to welcome you to Miller School's Annual School Accountability Report Card. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Miller School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Miller School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Profile

Isaac Miller School is located in the central region of Santa Maria and serves students in transitional kindergarten through sixth grade following a modified year-round calendar. At the beginning of the 2013-14 school year, 893 students were enrolled, including 6.5% in special education, 64.2% qualifying for English Language Learner support, and 89.9% qualifying for free or reduced price meals.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	0.80%	Transitional Kindergarten	18
Amer. Indian or Alaskan Native	0.30%	Kindergarten	111
Asian	0.30%	Grade 1	158
Filipino	0.60%	Grade 2	139
Hisp. or Latino	93.40%	Grade 3	130
Pacific Islander	0.00%	Grade 4	102
Caucasian	4.60%	Grade 5	125
Multi-Racial	0.00%	Grade 6	110
		Total Enrollment	893

Student Achievement

Standardized State Assessments

Students at Isaac Miller School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Isaac Miller School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the reported results for the CST, CMA and CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Isaac Miller School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	36	38	34	37	38	36	54	56	55
Mathematics	47	42	41	50	49	50	49	50	50
Social Science				28	28	29	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Isaac Miller School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	41	35	35	40	38	35	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	35
All Students (School)	35
Male	39
Female	31
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	32
Pacific Islander	
Caucasian	
Multi-Racial	
English Learners	8
Economically Disadvantaged	33
Migrant Educ.	19
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10.   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.

Physical Fitness

In the spring of each year, Isaac Miller School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart provided in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	19.5%	22.8%	13.0%

Note: Percentages are not calculated 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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	2	1	1
Similar Schools Rank	6	4	5

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
Results	2010-11	2011-12	2012-13
Schoolwide - All Students	-7	-5	-19
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-1	-8	-16
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-7	-5	-21
English Learners	-8	8	-5

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	IMS	SMBSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	N/A

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Isaac Miller School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	IMS	SMBSD
PI Status	In PI	In PI
First Year of PI	2007-2008	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		19
% of Schools Currently in PI		100.0%

Note: Cells with N/A values do not require data.
*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

The District's LCAP can be found on the District's website at www.smbsd.org.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), flyers, and school newsletters. Contact Jim Bissin at (805) 361-7560 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Student Store
Career Speakers
Parent Teacher Club

Committees
English Learner Advisory Council
Parent Teacher Club
School Site Council

School Activities
Back to School Night
Open House
Family Education Nights
Parent Conferences
Family Math Night
Family Reading Night
Family Book Fair
Jog-A-Thon
Parent Teacher Conferences

School Facilities & Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Isaac Miller School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Removal of double doors on north site and creation of wall for safety
• Addition of padlocks to gates for security
• Installation of new phone system
• Installation of wireless technology
• Installation of a running track (2014-15)
• Installation of additional perimeter fencing (2014-15)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Isaac Miller School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• Office area cleaning
• Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	10.06
Square Footage	-
	Quantity
Permanent Classrooms	14
Portable Classrooms	15
Restrooms (sets)	3
Multipurpose Room/Cafeteria	1
Library	1
Computer Lab	1
Staff Lounge/Work Room	1

Deferred Maintenance
Isaac Miller School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Isaac Miller School did not receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection
The district's maintenance department inspects Isaac Miller School on an annual basis in accordance with Education Code §17592.72(c)(1). Isaac Miller School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, January 12, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, January 12, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior		✔	
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety		✔	
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Building 010 - East wall in library needs to be patched and painted
(C)	Playgrounds - Signs of gopher infestation
(E)	Building 060 A&B - Could not get one toilet to flush
(F)	Building 020 & 030 - Crawl space cover needs to be replaced in S1 & S2

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, staff members, and playground supervisors are strategically assigned to designated entrance areas and the playground. During recess, administrators and playground supervisors monitor playground activity. Administrators, staff members, and playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and staff members monitor student behavior to ensure a safe and orderly departure.

Isaac Miller School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Isaac Miller School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff and updated in March 2014. Staff responsibilities and safety plan updates were discussed with staff in October 2014.

Classroom Environment

Discipline & Climate for Learning

Isaac Miller School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	11-12	12-13	13-14
	IMS		
# of Students Suspended	8	20	57
# of Students Expelled	0	0	0
	SMBSD		
# of Students Suspended	547	738	860
# of Students Expelled	2	5	1
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
	2011-12			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	30.8		5	
1	24.7		7	
2	30.8		4	
3	31.0		4	
4	29.5		4	
5	35.7			3
6	32.8		1	3
	2012-13			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	28.2	1	1	3
1	35.3		4	
2	32.0		4	
3	29.0		4	
4	29.8		4	
5	29.5		4	
6	26.5		4	
	2013-14			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	33.0		2	2
1	29.0		5	
2	32.0		5	
3	32.0		4	
4	32.0		3	1
5	35.0			3
6	36.0			3
Combo 4-8	27.0		1	

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Isaac Miller School revolve around the Common Core State Standards. During the 2013-14 school year, Isaac Miller School held staff development devoted to:

• Common Core State Standards - Math & English Language
  Arts
• Instructional Strategies
• Google Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Isaac Miller School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2013-14 school year, Isaac Miller School's teachers attended the following events hosted by the Santa Maria-Bonita School District:

• Common Core State Standards
• Inside
• Generating Narrative Writing
• Informational/Explanatory Writing
• Opinion/Argument Writing
• Engage NY Math Modules
• Digital File Cabinet
• Treasures
• Common Core
• Factswise
• Best Practices
• OARS Intervention Training
• iPad for Classroom Essentials
• Incorporating Depth & Complexity Common Core Style
• Easy Breezy Math Centers
• Getting Smarter About the Smarter Balanced

Isaac Miller School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Isaac Miller School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 10, 2014, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 14-05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Macmillan/McGraw-Hill, *California Treasures*	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, *Inside Language, Literacy and Content*	0 %
History-Social Science		
2006	Harcourt School Publishers, *Reflections: California Series*	0 %
Mathematics		
2001	Scott Foresman, *Calfiornia Mathematics*	0 %
Science		
2008	Harcourt School Publishers, *California Science*	0 %
2008	Pearson Scott Foresman, *Science*	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Specialized Instruction

All curriculum and instruction are being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Certified.

For students whose primary language is not English and who have limited English proficiency, Isaac Miller School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. Isaac Miller School's teachers utilize McMillan McGraw Hill's California Treasures series, a

state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies.

Miller School's special education program is staffed by a Resource Specialist Program Teacher with an aide. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary.

Miller School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using CELDT assessments, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

• ASES (After School Education & Safety)
• Teacher Tutors (Small Group Instruction)
• Intervention Teacher
• Migrant Education Extended Day Program

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Isaac Miller School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Isaac Miller School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Lab Technician	1	0.5
Health Assistant	1	0.5
Library Media Technician	1	0.5
Nurse	1	0.2
Outreach Consultant	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.5

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Isaac Miller School had 29 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Isaac Miller School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	IMS			SMBSD
	12-13	13-14	14-15	14-15
Total Teachers	30	29	29	546
Teachers with full credentials	30	29	29	546
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	$42,858	$41,507
Mid-Range Teacher Salary	$72,538	$67,890
Highest Teacher Salary	$90,530	$86,174
Superintendent Salary	$181,288	$185,462
Average Principal Salaries:		
Elementary School	$112,467	$109,131
Percentage of Budget:		
Teacher Salaries	42%	42%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student

For the 2012-13 school year, Santa Maria-Bonita School District spent an average of $7,389 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	IMS	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	837	N/A	N/A	N/A	N/A
Total**	$4,577	N/A	N/A	N/A	N/A
Restr.†	$628	N/A	N/A	N/A	N/A
Unrestr.††	$3,949	$5,351	73.80	$4,690	84.20
Avg. Teacher Salary	$74,420	$73,416	101.37	$70,788	105.13

Average Daily Attendance
*** Total Restricted and Unrestricted $ per student*
† Restricted (Supplemental) $ per student
†† Unrestricted (Basic) $ per student
Note: Cells with N/A values do not require data.

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Isaac Miller School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location
Parents may access Isaac Miller School's SARC and access the internet at any of the county's public libraries. The closest public library to Isaac Miller School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria
Phone Number: (805) 925-0994
WebSite: http://www.ci.santa-maria.ca.us/210.shtml
Number of Computers Available: 107

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2014. Data to prepare the school facilities section were acquired in January 2015.