

Santa Maria-Bonita School District Rice Elementary School

Grades TK through 6
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2014-15 School Accountability Report Card

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2015-16 Board of Education

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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I invite you to explore Rice Elementary School's Annual School Accountability Report Card which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Rice Elementary School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Rice Elementary School is quite proud of its rigorous academic programs that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

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

School Profile

Rice Elementary School is located in the northern region of Santa Maria and serves students in grades transitional kindergarten through six following a modified year-round calendar. At the beginning of the 2014-15 school year, 929 students were enrolled, including 7.1% in special education, 59.6% qualifying for English Language Learner support, and 90.6% qualifying for free or reduced price meals.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	1.20%	Transitional Kindergarten	36
Amer. Indian or Alaskan Native	0.50%	Kindergarten	126
Asian	0.10%	Grade 1	115
Filipino	1.70%	Grade 2	133
Hisp. or Latino	92.10%	Grade 3	129
Pacific Islander	0.00%	Grade 4	129
Caucasian	3.60%	Grade 5	137
Multi-Racial	0.60%	Grade 6	124
Students with Disabilities	7.10%	Ungraded	0
Economically Disadvantaged	90.60%		
English Learners	59.60%		
Foster Youth	0.90%		
Total Enrollment			929

Student Achievement

Physical Fitness

In the spring of each year, Rice Elementary 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 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	21.9	13.9	10.2

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.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates. 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 Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	RES	SMBSD	California
Overall Results	Yes	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

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 2014-15, Rice Elementary 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 2015-16		
	RES	SMBSD
PI Status	In PI	In PI
First Year of PI	2003-2004	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		18
% of Schools Currently in PI		94.7%

Note: Cells with N/A values do not require data.

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Rice Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	22	21	14	37	34	30	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	30
All Students (School)	14
Male	20
Female	8
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	10
Pacific Islander	--
Caucasian	--
Multi-Racial	--
English Learners	3
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	13
Foster Youth	--

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Rice Elementary School	District	California
English-Language Arts/Literacy	22	23	44
Mathematics	16	17	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	122	119	97.5	59	23	12	6
Male	122	65	53.3	63	25	9	3
Female	122	54	44.3	54	20	15	9
African-Amer.	122	2	1.6	--	--	--	--
Amer. Indian or Alaskan Native	122	2	1.6	--	--	--	--
Asian	122	1	0.8	--	--	--	--
Filipino	122	1	0.8	--	--	--	--
Hisp. or Latino	122	106	86.9	59	25	10	6
Caucasian	122	6	4.9	--	--	--	--
Multi-Racial	122	1	0.8	--	--	--	--
English Learners	122	80	65.6	64	20	11	5
Economically Disadvantaged	122	104	85.2	63	22	10	6
Migrant Educ.	122	7	5.7	--	--	--	--
Students with Disabilities	122	9	7.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	122	122	100.0	44	37	16	2
Male	122	66	54.1	45	38	17	0
Female	122	56	45.9	43	36	16	5
African-Amer.	122	2	1.6	--	--	--	--
Amer. Indian or Alaskan Native	122	2	1.6	--	--	--	--
Asian	122	1	0.8	--	--	--	--
Filipino	122	1	0.8	--	--	--	--
Hisp. or Latino	122	109	89.3	48	36	14	3
Caucasian	122	6	4.9	--	--	--	--
Multi-Racial	122	1	0.8	--	--	--	--
English Learners	122	83	68.0	52	31	16	1
Economically Disadvantaged	122	107	87.7	47	34	17	3
Migrant Educ.	122	9	7.4	--	--	--	--
Students with Disabilities	122	9	7.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	133	130	97.7	53	26	15	5
Male	133	73	54.9	58	29	8	4
Female	133	57	42.9	47	23	25	5
African-Amer.	133	1	0.8	--	--	--	--
Filipino	133	2	1.5	--	--	--	--
Hisp. or Latino	133	125	94.0	53	26	16	4
Caucasian	133	2	1.5	--	--	--	--
English Learners	133	79	59.4	54	30	11	4
Economically Disadvantaged	133	120	90.2	53	27	15	4
Migrant Educ.	133	11	8.3	55	36	0	9
Students with Disabilities	133	3	2.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	133	131	98.5	45	40	11	3
Male	133	74	55.6	46	39	12	1
Female	133	57	42.9	44	40	11	5
African-Amer.	133	1	0.8	--	--	--	--
Filipino	133	2	1.5	--	--	--	--
Hisp. or Latino	133	126	94.7	44	40	12	2
Caucasian	133	2	1.5	--	--	--	--
English Learners	133	80	60.2	43	46	9	3
Economically Disadvantaged	133	121	91.0	46	40	10	2
Migrant Educ.	133	12	9.0	58	17	17	8
Students with Disabilities	133	3	2.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	137	135	98.5	45	33	18	4
Male	137	64	46.7	50	31	17	2
Female	137	71	51.8	41	35	18	6
African-Amer.	137	1	0.7	--	--	--	--
Filipino	137	4	2.9	--	--	--	--
Hisp. or Latino	137	122	89.1	49	33	16	2
Caucasian	137	6	4.4	--	--	--	--
Multi-Racial	137	2	1.5	--	--	--	--
English Learners	137	65	47.4	66	29	5	0
Economically Disadvantaged	137	119	86.9	48	33	17	3
Migrant Educ.	137	9	6.6	--	--	--	--
Students with Disabilities	137	5	3.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	137	135	98.5	53	38	8	1
Male	137	64	46.7	50	38	9	3
Female	137	71	51.8	55	38	7	0
African-Amer.	137	1	0.7	--	--	--	--
Filipino	137	4	2.9	--	--	--	--
Hisp. or Latino	137	122	89.1	54	38	7	1
Caucasian	137	6	4.4	--	--	--	--
Multi-Racial	137	2	1.5	--	--	--	--
English Learners	137	65	47.4	69	28	2	2
Economically Disadvantaged	137	119	86.9	54	38	8	1
Migrant Educ.	137	9	6.6	--	--	--	--
Students with Disabilities	137	5	3.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	129	128	99.2	36	34	26	4
Male	129	75	58.1	36	35	24	5
Female	129	53	41.1	36	34	28	2
African-Amer.	129	1	0.8	--	--	--	--
Filipino	129	2	1.6	--	--	--	--
Hisp. or Latino	129	120	93.0	37	34	26	3
Caucasian	129	5	3.9	--	--	--	--
English Learners	129	42	32.6	74	26	0	0
Economically Disadvantaged	129	115	89.1	38	35	24	3
Migrant Educ.	129	7	5.4	--	--	--	--
Students with Disabilities	129	6	4.7	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	129	128	99.2	46	32	17	5
Male	129	75	58.1	40	31	23	7
Female	129	53	41.1	55	34	9	2
African-Amer.	129	1	0.8	--	--	--	--
Filipino	129	2	1.6	--	--	--	--
Hisp. or Latino	129	120	93.0	48	31	17	5
Caucasian	129	5	3.9	--	--	--	--
English Learners	129	42	32.6	81	17	2	0
Economically Disadvantaged	129	115	89.1	47	31	17	5
Migrant Educ.	129	7	5.4	--	--	--	--
Students with Disabilities	129	6	4.7	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

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 California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts.

Other Pupil Outcomes – State Priority 8: Covered in 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.

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), school newsletters, the school marquee, and the school website. Contact the school office at (805) 361-7740 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
 Classroom Helper
 Helping with Fundraisers & PTA Events
 English Learner Nights

Committees

English Learner Advisory Council
 District English Learner Advisory Council
 Parent Teacher Association
 School Site Council

School Activities

Back to School Night
 Open House
 Sports Events
 Language Arts Nights
 Parent Education Classes
 Jog-A-Thon
 PTA Events-Including Fundraisers & Family Fun Activities
 Family Math Nights, Computer Nights, & Language Arts Nights
 Student Awards Assemblies
 Fall Festival
 SOAR to Success Award Assemblies
 Family Fun Game Night
 Parent Nutrition Classes
 Coffee Chat with the Principal
 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. Rice Elementary School's original facilities were built in 1960; 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 replacement of classroom carpet was completed.

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 Rice Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping

- Restroom cleaning
- Trash removal
- Safety and security of campus

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
- Safety and security of campus

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

Campus Description	
Year Built	1960
Acreage	9.33
Square Footage	-
	Quantity
Permanent Classrooms	24
Portable Classrooms	9
Restrooms (sets)	3
Staff Work Room(s)	2
Cafeteria	1
Library	1
Computer Lab	1
Counseling Room	1
Outreach Counselor Office	1
Resource Room	1
Speech Office	1
Staff Lounge	1
State Preschool	1

Deferred Maintenance

Santa Maria-Bonita School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Santa Maria-Bonita School District allocated \$20,605 of deferred maintenance funds for HVAC projects at Rice Elementary School.

Facilities Inspection

The district's maintenance department inspects Rice Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Rice Elementary 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 Friday, October 09, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 09, 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	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, campus supervisors are strategically assigned to designated entrance areas and the playground. During recess, administrators and campus supervisors monitor playground activity. Noon duty aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principals, and teachers monitor student behavior to ensure a safe and orderly departure.

Rice Elementary 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 Rice Elementary 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, updated, and discussed with school staff in August 2015.

Classroom Environment

Discipline & Climate for Learning

Rice Elementary 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			
	12-13	13-14	14-15
	RES		
# of Students Suspended	50	23	15
# of Students Expelled	0	0	0
	SMBSD		
# of Students Suspended	738	860	908
# of Students Expelled	5	1	2
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

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				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.8		4	
1	28.0		4	
2	31.5		4	
3	32.0		4	
4	32.3		4	
5	30.3		4	
6	28.8		4	
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	31.0		4	1
1	28.0		4	
2	32.0		4	
3	31.0		4	
4	32.0		2	2
5	34.0			4
6	31.0		4	
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.6		4	1
1	28.0		4	
2	32.0		4	
3	30.8		4	
4	32.3		2	2
5	34.3			4
6	31.0		4	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Rice Elementary School revolve around the California State Standards. During the 2014-15 school year, Rice Elementary School held staff development training devoted to:

- Common Core State Standards
- Response to Intervention
- Professional Learning Communities

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. Rice Elementary 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 session 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 2014-15 school year, Rice Elementary School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

- Anchor Standards & ELA Shifts
- Assessment Planning
- Close Reading
- Collaborative Conversations
- Common Core Art/Music
- Common Core Curriculum Development
- Common Core Physical Education
- Digging Deeper
- English Language Arts
- GATE Training
- Google for Education
- Language Development / Vocabulary
- Lead Learners
- Math
- Report Cards
- Safety: First Aid/Search & Rescue
- Science
- SharpSchool Administration
- Smarter Balanced Using OARS/INSPECT
- Social Studies
- Technology Training
- Transitional Kindergarten Planning

Rice Elementary 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. 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		
2012-13	2013-14	2014-15
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Rice Elementary School are currently being aligned to the California 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 09, 2015, 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 15-07 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 2015-16 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, <i>California Treasures</i>	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>	0 %
2015	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Scott Foresman, <i>California Science</i>	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California 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 Trained.

For students whose primary language is not English and who have limited English proficiency, Rice Elementary 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 work with bilingual aides in a small group and/or individualized setting outside the general education classroom. Instruction focuses on reinforcement of class lessons, frontloading of upcoming lessons, and reading intervention. All students receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Rice Elementary School's teachers utilize McMillan McGraw Hill's California Treasures series, a state-approved reading intervention program and textbook adoption. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Rice Elementary School's special education program is staffed by designated specialists, two Special Day Class teachers, one Resource Specialist Program teacher, and instructional aides. 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. Rice Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Rice Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using 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 Success 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)
- Response to Intervention Program
- Imagine Learning
- Student Study Team Meetings

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

Rice Elementary 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 Rice Elementary 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) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Lab Technician	1	1.0
Health Assistant	1	1.0
Library Media Technician	1	0.5
Nurse	1	0.2
Outreach Consultant	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.2

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 2014-15 school year, Rice Elementary 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 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Rice Elementary 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				
	RES			SMBSD
	13-14	14-15	15-16	15-16
Total Teachers	29	29	32	585
Teachers with full credentials	29	29	32	585
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,483	\$43,091
Mid-Range Teacher Salary	\$75,982	\$70,247
Highest Teacher Salary	\$94,830	\$89,152
Superintendent Salary	\$194,647	\$192,072
Average Principal Salaries:		
Elementary School	\$113,792	\$112,492
Percentage of Budget:		
Teacher Salaries	40%	41%
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 2013-14 school year, Santa Maria-Bonita School District spent an average of \$7,703 of total general funds to educate each student (based on 2013-14 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	RES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	836	N/A	N/A	N/A	N/A
Total**	\$5,043	N/A	N/A	N/A	N/A
Restr.†	\$582	N/A	N/A	N/A	N/A
Unrestr.††	\$4,461	\$4,581	97.37	\$5,348	83.41
Avg. Teacher Salary	\$77,461	\$74,999	103.28	\$72,993	106.12

Note: Cells with N/A values do not require data.

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Rice Elementary 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 AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Rice Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Rice Elementary 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 and school facilities sections were acquired in December 2015.