

# Santa Maria-Bonita School District Robert Bruce Elementary School

Grades TK through 6  
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## 2014-15 School Accountability Report Card *Published January 2016*

Santa Maria-Bonita School District  
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### Website Address

www.smbds.org

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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

Welcome to Robert Bruce School. We are located on the west side of Santa Maria. Our enrollment is currently 985 transitional kindergarten through sixth grade students which includes three district special education learning handicapped classes and one district severely handicapped class. Our facility also hosts a state preschool, a county Migrant Head Start preschool, THRIVE preschool and migrant preschool, a county severely handicapped infant class, a county primary-grade severely handicapped class and a county Physical Therapy Unit.

Robert Bruce provides school activities and parent education opportunities at convenient hours for parents. We are proud of the high level of parent participation we have for Family Night activities and Parent Teacher Club (PTC) events, THRIVE Parent Classes, PIQE, and Zumba classes.

Robert Bruce staff and parents believe that everyone working together, building on our strengths, and taking responsibility enables us to provide an educational program that prepares students for a changing world by emphasizing high academic standards, cooperation, self-respect, and respect for others. The staff is committed to our mission, which is to provide a focused curriculum with high academic standards, to prepare all students to be successful and productive citizens who make meaningful contributions to our culturally diverse community, and to provide students with a safe and nurturing learning environment.

## 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

Robert Bruce Elementary School is located in the central 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, 884 students were enrolled, including 5.5% in special education, 84.7% qualifying for English Language Learner support, and 98% qualifying for free or reduced price meals.

| Student Enrollment by Ethnicity / Grade Level<br>2014-15 |        |                           |     |
|--|--------|---------------------------|-----|
| Ethnic Group   | %      | Grade Level               | #   |
| African-Amer.  | 0.30%  | Transitional Kindergarten | 26  |
| Amer. Indian or Alaskan Native                           | 0.20%  | Kindergarten              | 130 |
| Asian  | 0.10%  | Grade 1                   | 122 |
| Filipino   | 0.30%  | Grade 2                   | 113 |
| Hisp. or Latino  | 99.00% | Grade 3                   | 130 |
| Pacific Islander   | 0.00%  | Grade 4                   | 121 |
| Caucasian  | 0.00%  | Grade 5                   | 113 |
| Multi-Racial   | 0.00%  | Grade 6                   | 129 |
| Students with Disabilities                               | 5.50%  | Ungraded                  | 0   |
| Economically Disadvantaged                               | 98.00% |                           |     |
| English Learners   | 84.70% |                           |     |
| Foster Youth   | 0.00%  |                           |     |
| Total Enrollment   |        |                           | 884 |

# Student Achievement

## Physical Fitness

In the spring of each year, Robert Bruce 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<br>Percentage of Students Meeting California Fitness Standards<br>2014-15 |                          |             |            |
|---|--------------------------|-------------|------------|
| Grade Tested  | Number of Standards Met: |             |            |
|   | Four of Six              | Five of Six | Six of Six |
| Fifth   | 20.2                     | 23.7        | 12.3       |

*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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

| Adequate Yearly Progress (AYP)<br>Results Reported by Criteria &<br>Compared to District and State Performance<br>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   | RBES | 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, Robert Bruce 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/](http://www.cde.ca.gov/ta/ac/ti/).

| Title I Program Improvement (PI) Status<br>2015-16 |           |           |
|--|-----------|-----------|
|  | RBES      | 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](http://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<br>(meeting or exceeding the state standards) |       |       |          |       |       |            |       |       |
|   | Robert Bruce<br>Elementary School   |       |       | District |       |       | California |       |       |
|   | 12-13   | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13      | 13-14 | 14-15 |
| Science<br>(grades 5,<br>8, and 10)   | 15  | 19    | 12    | 37       | 34    | 30    | 59         | 60    | 56    |

| California Standards Tests Results by Student Group in Science<br>(School Year 2014-15) |   |
|---|---|
| Group   | Percent of Students Scoring at<br>Proficient or Advanced<br>(meeting or exceeding the state<br>standards) |
| All Students (District)   | 30  |
| All Students (School)   | 12  |
| Male  | 12  |
| Female  | 13  |
| African-Amer.   | --  |
| Amer. Indian or Alaskan Native  | --  |
| Asian   | --  |
| Filipino  | --  |
| Hisp. or Latino   | 13  |
| Pacific Islander  | --  |
| Caucasian   | --  |
| Multi-Racial  | 20  |
| English Learners  | 7   |
| Economically Disadvantaged  | --  |
| Migrant Educ.   | 20  |
| 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/](http://www.cde.ca.gov/ta/tg/ca/).

| California Assessment of Student Performance and Progress<br>All Students<br>Percentage of Students Meeting or Exceeding the State Standards<br>2014-15 |                                |          |            |
|---|--------------------------------|----------|------------|
|   | Robert Bruce Elementary School | District | California |
| English-Language Arts/Literacy  | 14                             | 23       | 44         |
| Mathematics   | 8                              | 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                    | 137              | 135      | 98.5                                      | 64                        | 27 | 7  | 2  |
| Male                            | 137              | 84       | 61.3                                      | 70                        | 23 | 6  | 1  |
| Female                          | 137              | 51       | 37.2                                      | 53                        | 33 | 10 | 4  |
| African-Amer.                   | 137              | 1        | 0.7                                       | --                        | -- | -- | -- |
| Hisp. or Latino                 | 137              | 133      | 97.1                                      | 64                        | 27 | 8  | 2  |
| Multi-Racial                    | 137              | 1        | 0.7                                       | --                        | -- | -- | -- |
| English Learners                | 137              | 122      | 89.1                                      | 65                        | 27 | 7  | 2  |
| Economically Disadvantaged      | 137              | 132      | 96.4                                      | 64                        | 27 | 8  | 2  |
| Migrant Educ.                   | 137              | 14       | 10.2                                      | 64                        | 36 | 0  | 0  |
| Students with Disabilities      | 137              | 4        | 2.9                                       | --                        | -- | -- | -- |
| 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               | 137              | 136      | 99.3                                      | 60                        | 30 | 8  | 1  |
| Male                       | 137              | 84       | 61.3                                      | 58                        | 32 | 8  | 1  |
| Female                     | 137              | 52       | 38.0                                      | 63                        | 27 | 8  | 2  |
| African-Amer.              | 137              | 1        | 0.7                                       | --                        | -- | -- | -- |
| Hisp. or Latino            | 137              | 134      | 97.8                                      | 60                        | 31 | 8  | 1  |
| Multi-Racial               | 137              | 1        | 0.7                                       | --                        | -- | -- | -- |
| English Learners           | 137              | 123      | 89.8                                      | 59                        | 31 | 9  | 1  |
| Economically Disadvantaged | 137              | 133      | 97.1                                      | 60                        | 31 | 8  | 1  |
| Migrant Educ.              | 137              | 14       | 10.2                                      | 71                        | 29 | 0  | 0  |
| Students with Disabilities | 137              | 4        | 2.9                                       | --                        | -- | -- | -- |
| 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                    | 130              | 125      | 96.2                                      | 73                        | 17 | 10 | 0  |
| Male                            | 130              | 63       | 48.5                                      | 73                        | 17 | 10 | 0  |
| Female                          | 130              | 62       | 47.7                                      | 73                        | 16 | 11 | 0  |
| Hisp. or Latino                 | 130              | 125      | 96.2                                      | 73                        | 17 | 10 | 0  |
| English Learners                | 130              | 119      | 91.5                                      | 73                        | 18 | 9  | 0  |
| Economically Disadvantaged      | 130              | 123      | 94.6                                      | 73                        | 17 | 10 | 0  |
| Migrant Educ.                   | 130              | 15       | 11.5                                      | 87                        | 0  | 13 | 0  |
| Students with Disabilities      | 130              | 4        | 3.1                                       | --                        | -- | -- | -- |
| 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               | 130              | 129      | 99.2                                      | 60                        | 33 | 7  | 0  |
| Male                       | 130              | 65       | 50.0                                      | 54                        | 37 | 9  | 0  |
| Female                     | 130              | 64       | 49.2                                      | 66                        | 30 | 5  | 0  |
| Hisp. or Latino            | 130              | 129      | 99.2                                      | 60                        | 33 | 7  | 0  |
| English Learners           | 130              | 122      | 93.8                                      | 61                        | 32 | 7  | 0  |
| Economically Disadvantaged | 130              | 127      | 97.7                                      | 61                        | 32 | 7  | 0  |
| Migrant Educ.              | 130              | 16       | 12.3                                      | 63                        | 31 | 6  | 0  |
| Students with Disabilities | 130              | 4        | 3.1                                       | --                        | -- | -- | -- |
| 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                    | 118              | 117      | 99.2                                      | 62                        | 22 | 15 | 0  |
| Male                            | 118              | 63       | 53.4                                      | 67                        | 22 | 11 | 0  |
| Female                          | 118              | 54       | 45.8                                      | 57                        | 22 | 20 | 0  |
| Hisp. or Latino                 | 118              | 116      | 98.3                                      | 62                        | 22 | 16 | 0  |
| Caucasian                       | 118              | 1        | 0.8                                       | --                        | -- | -- | -- |
| English Learners                | 118              | 85       | 72.0                                      | 75                        | 16 | 8  | 0  |
| Economically Disadvantaged      | 118              | 113      | 95.8                                      | 63                        | 21 | 16 | 0  |
| Migrant Educ.                   | 118              | 15       | 12.7                                      | 53                        | 20 | 27 | 0  |
| Students with Disabilities      | 118              | 16       | 13.6                                      | 94                        | 6  | 0  | 0  |
| 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               | 118              | 116      | 98.3                                      | 72                        | 21 | 8  | 0  |
| Male                       | 118              | 63       | 53.4                                      | 73                        | 19 | 8  | 0  |
| Female                     | 118              | 53       | 44.9                                      | 70                        | 23 | 8  | 0  |
| Hisp. or Latino            | 118              | 115      | 97.5                                      | 71                        | 21 | 8  | 0  |
| Caucasian                  | 118              | 1        | 0.8                                       | --                        | -- | -- | -- |
| English Learners           | 118              | 84       | 71.2                                      | 85                        | 12 | 4  | 0  |
| Economically Disadvantaged | 118              | 112      | 94.9                                      | 72                        | 20 | 8  | 0  |
| Migrant Educ.              | 118              | 15       | 12.7                                      | 60                        | 27 | 13 | 0  |
| Students with Disabilities | 118              | 16       | 13.6                                      | 100                       | 0  | 0  | 0  |
| 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                    | 128              | 128      | 100.0                                     | 41                        | 37 | 19 | 3  |
| Male                            | 128              | 60       | 46.9                                      | 53                        | 30 | 15 | 2  |
| Female                          | 128              | 68       | 53.1                                      | 31                        | 43 | 22 | 4  |
| African-Amer.                   | 128              | 2        | 1.6                                       | --                        | -- | -- | -- |
| Amer. Indian or Alaskan Native  | 128              | 1        | 0.8                                       | --                        | -- | -- | -- |
| Filipino                        | 128              | 3        | 2.3                                       | --                        | -- | -- | -- |
| Hisp. or Latino                 | 128              | 122      | 95.3                                      | 41                        | 37 | 20 | 2  |
| English Learners                | 128              | 74       | 57.8                                      | 62                        | 30 | 8  | 0  |
| Economically Disadvantaged      | 128              | 123      | 96.1                                      | 41                        | 37 | 19 | 3  |
| Migrant Educ.                   | 128              | 14       | 10.9                                      | 29                        | 50 | 14 | 7  |
| Students with Disabilities      | 128              | 12       | 9.4                                       | 100                       | 0  | 0  | 0  |
| 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                   | 128              | 128      | 100.0                                     | 59                        | 32 | 9  | 1  |
| Male                           | 128              | 60       | 46.9                                      | 62                        | 32 | 7  | 0  |
| Female                         | 128              | 68       | 53.1                                      | 56                        | 32 | 10 | 1  |
| African-Amer.                  | 128              | 2        | 1.6                                       | --                        | -- | -- | -- |
| Amer. Indian or Alaskan Native | 128              | 1        | 0.8                                       | --                        | -- | -- | -- |
| Filipino                       | 128              | 3        | 2.3                                       | --                        | -- | -- | -- |
| Hisp. or Latino                | 128              | 122      | 95.3                                      | 57                        | 34 | 8  | 1  |
| English Learners               | 128              | 74       | 57.8                                      | 76                        | 22 | 3  | 0  |
| Economically Disadvantaged     | 128              | 123      | 96.1                                      | 59                        | 32 | 9  | 1  |
| Migrant Educ.                  | 128              | 14       | 10.9                                      | 57                        | 14 | 29 | 0  |
| Students with Disabilities     | 128              | 12       | 9.4                                       | 100                       | 0  | 0  | 0  |
| 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), flyers, and the school marquee. Contact Principal Elaine Guzman at (805) 361-6940 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- Book Fairs
- Student Store
- Holiday Food Drives

**Committees**

- English Learner Advisory Council
- Parent Teacher Club
- School Site Council

**School Activities**

- Fall Festival
- Spelling Bee
- Read Across America
- Thanksgiving Food Drive
- Family Night Activities
- Winter Carnival
- Dr. Seuss Week Assemblies
- Jog-A-Thon
- Battle of the Books
- Sports
- District Track Meet
- Author Go Round
- Spring Swing
- Wax Museum
- 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. Robert Bruce Elementary School's original facilities were built in 1956; 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:

- Replace classroom carpet
- Addition of murals, landscaping, playground art, and timeline in cafeteria through a "Give and Grow" grant
- Reroof buildings (2015-16)
- Refurbish old restroom to create a support staff office (2015-16)
- Replace all ceiling tiles and bulletin boards in school kitchen (2015-16)

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 three evening custodians (two full-time and one part-time) are assigned to Robert Bruce Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- 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                  | 1956            |
| Acreage                     | 9               |
| Square Footage              | -               |
|                             | <b>Quantity</b> |
| Permanent Classrooms        | 35              |
| Portable Classrooms         | 11              |
| Restrooms (sets)            | 10              |
| Multipurpose Room/Cafeteria | 1               |
| Library                     | 1               |
| Computer Lab                | 1               |
| Intervention Room           | 1               |
| Library/Computer Lab        | 1               |
| Skills Lab                  | 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 \$44,567 of deferred maintenance funds for HVAC projects at Robert Bruce Elementary School.

**Facilities Inspection**

The district's maintenance department inspects Robert Bruce Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Robert Bruce 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 Saturday, October 10, 2015. Deficiencies noted in the school inspection survey were

corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status                 |               |      |      |
|--|---------------|------|------|
| Most Recent Inspection: Saturday, October 10, 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  |
| (E)                                       | Area 050 Kindergarten - Staff RR: upgrade needed for flooring and sink |

| 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, administrators and classified personnel are strategically assigned to designated entrance areas and the playground. During recess, administrators and classified personnel supervise playground activity. Administrators and classified personnel monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators and teachers monitor student behavior to ensure a safe and orderly departure.

Robert Bruce 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 Robert Bruce 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 and updated by school staff in February 2015. Staff responsibilities and safety plan updates were discussed with staff in August 2015.

**Classroom Environment**

**Discipline & Climate for Learning**

Robert Bruce 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  |
|                          | RBES       |        |        |
| # of Students Suspended  | 43         | 24     | 31     |
| # 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<br>Self-Contained Classes |                 |                      |       |     |
|---|-----------------|----------------------|-------|-----|
| 2012-13   |                 |                      |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 32.8            |                      | 1     | 3   |
| 1   | 32.0            |                      | 4     |     |
| 2   | 27.6            |                      | 5     |     |
| 3   | 26.5            |                      | 4     |     |
| 4   | 32.0            |                      | 2     | 2   |
| 5   | 33.0            |                      | 1     | 2   |
| 6   | 35.7            |                      |       | 3   |
| 2013-14   |                 |                      |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 31.0            |                      | 3     | 2   |
| 1   | 31.0            |                      | 4     |     |
| 2   | 31.0            |                      | 3     |     |
| 3   | 31.0            |                      | 4     |     |
| 4   | 30.0            |                      | 4     |     |
| 5   | 31.0            |                      | 3     |     |
| 6   | 34.0            |                      |       | 3   |
| Combo K-3   | 27.0            |                      | 1     |     |
| Combo 4-8   | 27.0            |                      | 1     |     |
| 2014-15   |                 |                      |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 31.2            |                      | 3     | 2   |
| 1   | 30.5            |                      | 4     |     |
| 2   | 28.0            |                      | 4     |     |
| 3   | 32.5            |                      | 4     |     |
| 4   | 30.3            |                      | 4     |     |
| 5   | 25.5            |                      | 4     |     |
| 6   | 28.5            |                      | 4     |     |

Combo classes are any combination of the grades shown.

\*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 Robert Bruce Elementary School revolve around the California State Standards. During the 2014-15 school year, Robert Bruce Elementary School held staff development training devoted to:

- School Site Plan
- Math Strategies
- Reading Strategies
- Writing Strategies
- Technology 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. Robert Bruce 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, Robert Bruce 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

Robert Bruce 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<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2012-13                                    | 2013-14 | 2014-15 |
| 1  | 1       | 1       |

### Instructional Materials

All textbooks used in the core curriculum at Robert Bruce 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 |
| <b>English Language Arts</b>                    |   |                          |
| 2010  | Macmillan/McGraw-Hill, <i>California Treasures</i>                                | 0 %                      |
| <b>English/Language Arts with ELD Materials</b> |   |                          |
| 2010  | National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i> | 0 %                      |
| <b>History-Social Science</b>                   |   |                          |
| 2006  | Harcourt School Publishers, <i>Reflections: California Series</i>                 | 0 %                      |
| <b>Mathematics</b>                              |   |                          |
| 2015  | Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>            | 0 %                      |
| 2015  | McGraw Hill, <i>My Math</i>   | 0 %                      |
| <b>Science</b>                                  |   |                          |
| 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, Robert Bruce 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 in the general education classroom. Instruction focuses on reinforcement of class lessons, frontloading of upcoming lessons, and reading intervention. Some students receive English Language Development instruction as a supplement to their regular language arts instruction. Robert Bruce 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.

Robert Bruce Elementary School's special education program is staffed by special education teachers, a Resource Specialist Program Teacher, a speech therapist, and an adaptive physical education specialist. 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. Robert Bruce 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.

Robert Bruce 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 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)
- Reading Mastery
- Tutoring
- Saturday School
- Computer Lab
- Fluency Practice
- Phonics Pull-Out Intervention
- Response to Intervention Model
- Ability Grouping for Language Arts (2nd-6th Grades)
- National Geographics "Inside" Materials

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

Robert Bruce 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 Robert Bruce 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<br>(Nonteaching Professional Staff)<br>2014-15 |              |     |
|---|--------------|-----|
|   | No. of Staff | FTE |
| Academic Counselor  | 0            | 0   |
| Adaptive PE Specialist  | 1            | *   |
| Computer Lab Technician   | 1            | 1.0 |
| Health Assistant  | 1            | 1.0 |
| Library Media Technician  | 1            | 1.0 |
| Nurse   | 1            | 0.2 |
| Outreach Consultant   | 1            | 1.0 |
| Psychologist  | 1            | 0.2 |
| Speech Therapist  | 1            | *   |

\* as needed

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, Robert Bruce Elementary School had 28 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<br>2014-15 |                                   |                                       |
|---------------------------------------|-----------------------------------|---------------------------------------|
|                                       | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Robert Bruce Elementary School        | 100.0 %                           | 0.0 %                                 |
| <b>District Totals</b>                |                                   |                                       |
| 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   |       |       |       |       |
|---|-------|-------|-------|-------|
|   | RBES  |       |       | SMBSD |
|   | 13-14 | 14-15 | 15-16 | 15-16 |
| Total Teachers  | 29    | 28    | 33    | 585   |
| Teachers with full credentials  | 29    | 28    | 33    | 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<br>2013-14       |           |   |
|------------------------------------|-----------|---|
|                                    | SMBSD     | State Average of<br>Districts in Same<br>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   |
| <b>Average Principal Salaries:</b> |           |   |
| Elementary School                  | \$113,792 | \$112,492   |
| <b>Percentage of Budget:</b>       |           |   |
| 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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<br>2013-14 |                           |          |                              |   |                              |
|---|---------------------------|----------|------------------------------|---|------------------------------|
|   | Dollars Spent per Student |          |                              |   |                              |
|   | RBES                      | SMBSD    | % Diff.<br>School &<br>Dist. | State Avg.,<br>Dist. Same<br>Size &<br>Type | % Diff.<br>School &<br>State |
|   |                           |          |                              |   |                              |
| ADA*                                      | 853                       | N/A      | N/A                          | N/A   | N/A                          |
| Total**                                   | \$5,139                   | N/A      | N/A                          | N/A   | N/A                          |
| Restr.†                                   | \$704                     | N/A      | N/A                          | N/A   | N/A                          |
| Unrestr.††                                | \$4,435                   | \$4,581  | 96.81                        | \$5,348                                     | 82.93                        |
| Avg. Teacher Salary                       | \$78,263                  | \$74,999 | 104.35                       | \$72,993                                    | 107.22                       |

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 Robert Bruce 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 Robert Bruce Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Robert Bruce 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.