



# Lilian J. Rice Elementary School

915 Fourth Avenue • Chula Vista, CA 91911 • (619) 420-7071 • Grades K-6

Veronica Konkoly, Principal, Principal

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<http://schools.cvesd.org/schools/rice/Pages/default.aspx#.Vi26IRNViko>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
[www.cvesd.org](http://www.cvesd.org)

#### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

**Superintendent**

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### School Description

Lillian J. Rice Elementary School is located in the southwest section of Chula Vista, approximately eight miles north of the United States/Mexico border. It is one of 49 schools in the Chula Vista Elementary School District, including charters. Rice School was built in 1938 and consists of three wings of self-contained classrooms, a media center, a multipurpose room, and administration offices. Rice School was one of 11 schools that participated in the Modernization Program during the 1996-1997 school year. Rice received an extensive modernization again during the summer of 2014. Rice School has a student enrollment of 632 students. There are 33 classrooms, Pre-School through Sixth grade. We have 50/50 Two Dual Language Immersion Program in grades Kinder through 3rd grade. There are two Moderate/Severe Special Ed. classrooms in Grades K-6 and two Special Ed Preschool classes. Rice also has two Head Start classes, as well as a therapeutic preschool (Mi Escuelita) on site in conjunction with South Bay Community Services. Rice is one of three schools in the district that hosts a Family Resource Center on campus to provide social services to the school and the surrounding community. In addition, we house the Rice Clinic which supports the medical needs of our community.

### Mission

Rice Elementary, an innovative, nurturing, and diverse community, raises and empowers the leaders of tomorrow on the pillars of academic rigor, personal integrity, and civic responsibility. Our mission is to support these future leaders to love to learn and to respect others through a commitment between students, parents and staff. We value the uniqueness of each child and their individual learning styles. Learning is meaningful and relevant and touches all aspects of the child's life. Our diversity is embraced and enhanced across the curriculum and is linked with the world outside of the classroom. All members of the Rice community recognize and promote the joy and importance of learning as a lifelong process. The community supports an environment which facilitates students who are respectful of themselves and others, innovative problem solvers, self-motivated and confident in their ability to achieve, responsible for themselves and others, and multilingual and multi-literate. Rice School derives strength from an active participation of community including alumni, parents, business, staff, and nearby Chula Vista High School. Everyone is encouraged and taught to be responsible for the success of our students. A variety of seminars are offered to parents/care givers to become more effective. The Rice School community is committed to creating a safe, clean physical environment that is aesthetically inviting and supportive of learning for all students. We plan to create a dynamic learning environment that supports and encourages excellent teaching and educational growth to our staff, students, and their families. The Rice School Community is dedicated to nurturing our students as our most precious resource and our future leaders.

### Vision

Our vision is to provide a modern learning environment that allows students and staff to express their knowledge, talents, and skills through meaningful and relevant experiences.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	97
Grade 2	90
Grade 3	104
Grade 4	74
Grade 5	95
Grade 6	96
<b>Total Enrollment</b>	<b>649</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	2.2
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.2
White	7.2
Two or More Races	1.1
Socioeconomically Disadvantaged	87.8
English Learners	51.5
Students with Disabilities	13.4
Foster Youth	0.2
Homeless	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lilian J. Rice	17-18	18-19	19-20
With Full Credential	31	28	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Lilian J. Rice Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark and Benchmark Adelante. Adopted in 2017.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	GoMath Houghton Mifflin Harcourt K-6, English and Spanish. Adopted in 2015-2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Classroom space at Rice Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Rice School's custodial staff performs basic cleaning operations daily.

During the summer of 2014, Rice School went through an extensive modernization process through the passing of Proposition E Chula Vista Elementary School Bond. Improvements were made to classroom interiors, flooring and carpeting, rest rooms, electrical wiring, heating and air conditioning units, handicapped access, technology upgrades, a new shade structure for the lunch tables and fire alarm/communications/telephone systems. Additional improvements included new furniture, cabinets, sinks and an enlarged main office.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/11/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Principal's Office: Vent on top leaks water, door paint peeling.
<b>Interior:</b> Interior Surfaces	Fair	700 Girls RR: Damaged tile, soap dispenser missing cover, graffiti on middle stall. CR 703: cover base loose northeast corner, extension cord used permantly CR 704: wall dirty tack board damaged, loose cove base enrty way, ceiling stain, formaica door sink peeling. CR 706: Loose lock front door, carpet stains, ceiling tiles holes, AC -Dirty CR 801: laminate, missing tackboard damage holes in cabinet next to sink, wall socket under TV missing face plate, broken block off plate E wall CR 802: Cabinet missing a piece of formica. Household cleaners under sink CR 803: Stain on ceiling tile, dirty wall on restroom, extinguisher missing tag, slow drain, door closes fast, S rr low flash CR 901: damaged tackboard, ceiling tile stains, outlet missing cap. CR 903: light out, damaged ceiling tiles ramp rusted, outside west wall dirty, carpet stains, blind twisted. CR 203: Stain on tile ceiling, drinking founatin low pressure CR 403: 1 ceiling tile stained, carpet stained and with a hole. CR 406: Carpet near sink dirty, stain on rug. Kitchen: Cracked tile next to drain Pre 1001: 7 lights covered with paper/fabric, carpet has glue/paste, 2 ceiling tile not seating properly in grid, doors removed from restrooms, File cabinet not stay, electrical cover missing.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	900 Boys RR: ceiling tiles stained, dirty floor, scratched mirror cove base to FRP needs to be sealed 900 Staff RR: dirty walls. CR 707: dirty walls by sink, permanent extension cord

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CR 900: front wall dirty, damaged ceiling tile, sink door loose formaica shipt, vents dirty.</p> <p>CR 902: front of building dirty tackboard stained countertop , bottom trim loose piece, dirty restroom, stain tile.</p> <p>CR 904: vent dirty, sink water damaged and needs chaulking, ceiling tiles stained and cracked, tackboard damaged, file cabnits not secured, door not closing, cabinet broken, carpet separating.</p> <p>CR 905: ramp trip hazard, file cabnit not secured, front wall dirty</p> <p>CR</p> <p>301: Restroom wall dirty chiped and holes, broken ceiling tile/bathroom sink handle falls off</p> <p>MP: Front of stage dirty, ceiling stain electrical, hole on floor, roof hatch over stage not closed</p> <p>Play Toy by 708: Cobwebs and rusted bars.</p> <p>Pre</p> <p>1002: vent dirty</p> <p>PreK Play Toy: Cobwebs all over</p>
<p><b>Electrical:</b> Electrical</p>	<p>Good</p>	<p>Admin: need another outlet</p> <p>CR 702: sink low pressure, faucet handle rusted B leaks, Light out, extension cords used permantly.</p> <p>CR 707: dirty walls by sink, permanent extension cord</p> <p>CR 708: Permanent Cord</p> <p>CR 903: light out, damaged ceiling tiles ramp rusted, outside west wall dirty, carpet stains, blind twisted.</p> <p>CR</p> <p>302: facia and drip edge damaged, clasrrom drinking fountain low pressure, electrical socket falling out over sink</p> <p>New Directions</p> <p>804 - 806: 804 missing cover plate restroom, cabinets not secured to wall, 805 missing cover plate restroom, stained ceiling tiles, Missing block off plate E wall, 1 light out, household cleaners under sink</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>700</p> <p>Girls RR: Damaged tile, soap dispenser missing cover, graffiti on middle stall.</p> <p>900 Girls RR: Sink needs chaulking, concrete lifting up outside restroom.</p> <p>CR 701: Drink Fountain low pressure</p> <p>CR 702: sink low pressure, faucet handle rusted B leaks, Light out, extension cords used permantly.</p> <p>CR 705: sink damaged, loose lock front door, stains on sink ceramic, vent AC dirty</p> <p>CR 803: Stain on ceiling tile, dirty wall on restroom, extinguisher missing tag, slow drain, door closes fast, S rr low flash</p> <p>CR</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		203: Stain on tile ceiling, drinking fountain low pressure CR 301: Restroom wall dirty chipped and holes, broken ceiling tile/bathroom sink handle falls off CR 302: fascia and drip edge damaged, classroom drinking fountain low pressure, electrical socket falling out over sink Kinder Playground: No pressure for fountain Play Ground by 708: Bench by tree bent and peeling off rubber, crack on black top, fountain in front of 705 no pressure, both goals have loose wires Playground ( outside 803): fountain low
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 902: front of building dirty tackboard stained countertop , bottom trim loose piece, dirty restroom, stain tile. CR 202: Fire extinguisher not hung - year tag missing, wall sockets covered w/paper in corner Pre 1001: 7 lights covered with paper/fabric, carpet has glue/paste, 2 ceiling tile not seating properly in grid, doors removed from restrooms, File cabinet not stay, electrical cover missing.
<b>Structural:</b> Structural Damage, Roofs	Good	902 Play Structure: step cracked, cobwebs, rusty, broken piece of cement. Admin Staff RR North: Dents on walls, paint peeling CR 901: damaged tackboard, ceiling tile stains, outlet missing cap. CR 301: Restroom wall dirty chipped and holes, broken ceiling tile/bathroom sink handle falls off Health Office: ceiling couple holes, door closes too fast MP: Front of stage dirty, ceiling stain electrical, hole on floor, roof hatch over stage not closed New Directions 804 - 806: 804 missing cover plate restroom, cabinets not secured to wall, 805 missing cover plate restroom, stained ceiling tiles, Missing block off plate E wall, 1 light out, household cleaners under sink
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400 Boys RR: window glass and window sill dirty, loose handles on sinks. 400 Girls RR: Handicap rails dirty.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>600  Server Room: Door don't shut properly  900 Play Toy: paint peeling, cobwebs top section of slide shoot cracked tower loose and missing bolts, tree growing into tower.  Admin  Staff RR  South: Weather strip on door loose  CR 803: Stain on ceiling tile, dirty wall on restroom, extinguisher missing tag, slow drain, door closes fast, S rr low flash  CR 904: vent dirty, sink water damaged and needs chaulking, ceiling tiles stained and cracked, tackboard damaged, file cabinets not secured, door not closing, cabinet broken, carpet separating.  CR  201: loose key lock  Health Office: ceiling couple holes, door closes too fast  Play Ground by 708: Bench by tree bent and peeling off rubber, crack on black top, fountain in front of 705 no pressure, both goals have loose wires  Play Toy by 708: Cobwebs and rusted bars.  Principal's  Office: Vent on top leaks water, door paint peeling.</p>
<b>Overall Rating</b>	<b>Good</b>	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	53	65	64	50	50
Math	39	40	51	51	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	24.2	7.4	2.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.



**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	355	341	96.06	52.79
Male	170	160	94.12	46.25
Female	185	181	97.84	58.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	310	297	95.81	50.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.00	62.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	310	299	96.45	52.17
English Learners	220	209	95.00	44.50
Students with Disabilities	47	45	95.74	22.22
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	353	99.16	39.66
Male	170	168	98.82	41.67
Female	186	185	99.46	37.84
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	310	307	99.03	36.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	57.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	311	309	99.36	39.16
English Learners	220	219	99.55	31.51
Students with Disabilities	47	45	95.74	20.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Contact person: Rosa Gonzalez

Phone Number: (619) 420-7071

Research shows a high correlation between parent involvement and effective schools. We encourage and promote parents to visit and become involved in our school. Rice School has an active Parent-Teacher Association. The PTA sponsors many projects for the benefit and welfare of our children and the community.

The School Site Council is comprised of parents, teachers, and school staff responsible for the implementation of our School Plan for Student Achievement.

The English Learner Advisory Committee (ELAC) invites all parents to actively participate in the education of their children by attending monthly meetings focused on the academic needs of English Learners.

We also have additional committees available for our parents to participate. These include our Wellness Committee, STEAM Committee, School Safety Committee and the GATE Advisory Committee.

Please call 619-420-7071 if you would like to get involved in school activities. Spanish translation is available.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The school safety plan is updated each year with input from parents, staff, and the Chula Vista Police Department. The school safety plan was updated in approved by the School Site Council in September 2019. Emergency drills are conducted on a regular basis. These include Fire, Lock-Down, Shelter in Place, Secure Campus and Earthquake Drills. Members of the Response Team receive Emergency Response training to ensure the safety of all staff and students in the case of an emergency or natural disaster.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.6	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

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

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	.6
Nurse	1.0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	1.0
Other	3.5

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	2		21	1	4		22		4	
1	22		4		17	4			24		4	
2	20	3	1		23		4		21	2	2	
3	25		4		18	4			25		4	
4	30		3		29		3		24		3	
5	24	1	3		27		2		22	1	3	
6	23	1	3		27	1	4		27	1	3	
Other**	13	1							14	1		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Each year targeted professional improvement activities are provided for teachers, instructional assistants, and other staff members. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Bi-monthly opportunities exist for teachers to meet together and collaborate in the area of instruction through our Professional Learning Communities (PLCs). In addition, Professional Develop opportunities take pace during g weekly staff meetings. Professional Development topics include:

#### Year 1:

English Language Arts: STORM Enterprise program, vocabulary acquisition (K-6), best practices for student engagement, Checking for Understanding, Providing Feedback, Journal Writing (K-1), 4T's, 4E's (2-6), Constructed Response Training, Text-dependent prompts and deconstructing prompts, Achieve3000 Support, Accelerated Reader, Guided Reading

English Language Development (ELD): GLAD Training (Module 1)

Math: GoMath Training, 8 Mathematical Practices, LESH Model, Unpacking Math Standards (CCSS)

#### Year 2:

- Comprehension Standards Implementation Charts, Continue STORM Coaching from Year 1 implementation
- GLAD Training (Module 2)
- Math: Continue GoMath Training, 8 Mathematical Practices, LESH Model, Unpacking Math Standards (CCSS)

#### Year 3:

Based on District Local Measures and CAASPP Results continued coaching and feedback will be provided in the following areas with the support of STORM Coaches, Site Resource Teacher and District Math Resource Teacher. In addition, quarterly progress monitoring will monitor English Learners and Student with Disabilities Target Groups:

- Explicit Direct Instruction
- Instructional Strategies - Student Engagement, Questioning Techniques, Checking for Understanding (STORM Instructional Strategies)
- Data Analysis on Common formative Assessments in math and language arts
- Accountable Talk
- Collaborative Conversations and Discussions
- GLAD
- Instructional Routines in math
- English Language Development
- Classroom Learning Environment
- Response to Intervention and Differentiation Strategies
- Writing Across the Curriculum with strategies from STORM
- Vocabulary Development (Wilda Storm)
- Eureka Math and GoMath
- 8 Mathematical Practices
- Cognitive Guided Instruction in Mathematics
- ELA and ELD Standards
- Physical Education- Heather Cruz
- Restorative Practices and Mindfulness Practices
- Parent Participation- School committees; Supporting students at home

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

To help ensure the quality of education for all students, state and federal funding is provided to Rice School to supplement the core instructional programs provided by the school district. Services at Rice School include:

- GATE (Gifted and Talented) Title 1, Part A (Targeted Assisted/Educationally Disadvantaged Students)
- Title V (Innovative Programs)
- EIA (English Learners and Disadvantaged Students)
- South Bay Community Services (New Directions Family Resource Center)
- Supplemental services provided through categorical funds include:
  - Part time collaboration teachers for Theater and Dance
  - Full time Music Teacher
  - Library Technology Technician
  - Instructional Assistants, English Learners
  - Instructional Coach
  - Part time support teachers for English Language Arts

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,357.12	\$3,610.56	\$6,746.56	\$64,887.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-17.6
School Site/ State	-52.5	-22.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.