



Lillian J. Rice Elementary School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

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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 approximately 600 students. There are 33 classrooms, Pre-School through Sixth grade. We have 50/50 Two Dual Language Immersion Program in grades Kinder through 4th 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	88
Grade 2	93
Grade 3	83
Grade 4	95
Grade 5	83
Grade 6	92
Total Enrollment	621

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	3.1
Hispanic or Latino	87.1
White	6.6
Two or More Races	0.6
Socioeconomically Disadvantaged	84.9
English Learners	47
Students with Disabilities	17.2
Foster Youth	0.6
Homeless	1.6

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	18-19	19-20	20-21
With Full Credential	28	31	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	18-19	19-20	20-21
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 2020-21)

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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GoMath Houghton Mifflin Harcourt K-6, English and Spanish. Adopted in 2015-2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/8/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<p>700 Girls RR: Damaged tile Admin Staff RR North: roof access still cracked open, drywall damage CR 704: formica on sink door peeling. CR 706: holes by electrical panel need caulking CR 802: Cabinet missing a piece of formica. Household cleaners under sink, H/C sign bad, stained ceiling tile CR 901: damaged tackboard, outlet missing cap, 1 light out CR 903: light out, damaged ceiling tiles, ramp rusted, outside west wall dirty, carpet stains, blind twisted, stained ceiling tile CR 904: sink water damaged and needs caulking, ceiling tiles stained and cracked, tackboard damaged, file cabinets not secured, door not closing, cabinet broken, carpet separating. CR 908: ceiling tiles not sitting properly in grid, loose covebase under whiteboard CR 202: r/r wall paint chipped CR 301: Restroom wall dirty chipped and holes, broken ceiling tile CR 401: tackboard damaged by front door, small holes. CR 403: 1 ceiling tile stained, carpet stained and with a hole. Outreach Office ABC 800: 800 B covebase loose, stained ceiling tile 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, chemicals under sink</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: 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, dirty floor, ceiling tiles hanging down 902 Play Structure: step cracked, cobwebs, rusty, broken piece of cement, chips are low CR 900: front wall dirty, damaged ceiling tile, sink door loose, formaica shipped, vents dirty. CR 903: light out, damaged ceiling tiles, ramp rusted, outside west wall dirty, carpet stains, blind twisted, stained ceiling tile CR 905: ramp trip hazard, file cabnit not secured, front wall dirty, stained and loose tile, motion sensor hanging out of ceiling CR 301: Restroom wall dirty chiped and holes, broken ceiling tile Kinder Play Toy: general store plastic sign loose, cobwebs, dirty MP: Front of stage dirty, ceiling stain electrical, hole on floor, roof hatch over stage not closed Play Toy (outside 803): cobwebs, dirty Play Toy by 708: Cobwebs, dirty Pre 1002: vent dirty, sink loose on wall, needs caulking PreK Play Toy: Cobwebs, dirty, low wood chip level PreK Playground: dirty

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	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, H/C sign needs replaced CR 901: damaged tackboard, outlet missing cap, 1 light out CR 903: light out, damaged ceiling tiles, ramp rusted, outside west wall dirty, carpet stains, blind twisted, stained ceiling tile CR 905: ramp trip hazard, file cabnit not secured, front wall dirty, stained and loose tile, motion sensor hanging out of ceiling CR 302: electrical socket falling out over sink Library Media Cntr.: storage junction box cover missing 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 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, chemicals under sink
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	900 Girls RR: Sink needs chaulking, concrete lifting up outside restroom. CR 900: front wall dirty, damaged ceiling tile, sink door loose, formaica shipped, vents dirty. CR 904: sink water damaged and needs chaulking, ceiling tiles stained and cracked, tackboard damaged, file cabnits not secured, door not closing, cabinet broken, carpet separating. Pre 1002: vent dirty, sink loose on wall, needs caulking

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	CR 802: Cabinet missing a piece of formica. Household cleaners under sink, H/C sign bad, stained ceiling tile CR 902: front of building dirty, tackboard stained, countertop bottom trim, dirty restroom, stained ceiling tile, broken tiles, chemicals under sink CR 502: chemicals in room 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 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, chemicals under sink
Structural: Structural Damage, Roofs	Good	902 Play Structure: step cracked, cobwebs, rusty, broken piece of cement, chips are low CR 802: Cabinet missing a piece of formica. Household cleaners under sink, H/C sign bad, stained ceiling tile CR 903: light out, damaged ceiling tiles, ramp rusted, outside west wall dirty, carpet stains, blind twisted, stained ceiling tile CR 907: Ceiling tile stain, cracked ceiling tile, hanging ceiling tile CR 201: stained ceiling tile 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 Outreach Office ABC 800: 800 B covebase loose, stained ceiling tile

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400 Boys RR: dust blowing under door 400 Girls RR: dust blowing under door 900 Play Toy: paint peeling, cobwebs, tower loose and missing bolts, green slide cracked Admin Staff RR South: CR 803: Stain on ceiling tile, missing tile CR 903: light out, damaged ceiling tiles, ramp rusted, outside west wall dirty, carpet stains, blind twisted, stained ceiling tile CR 904: sink water damaged and needs chaulking, ceiling tiles stained and cracked, tackboard damaged, file cabinets not secured, door not closing, cabinet broken, carpet separating. Kinder Play Toy: general store plastic sign loose, cobwebs, dirty Play Ground by 708: Bench by tree bent and peeling off rubber, crack on black top Play Toy by 708: Cobwebs, dirty
Overall Rating	Good	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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	53	N/A	64	N/A	50	N/A
Math	40	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	24	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (School Year 2020-2021)

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 on January 14, 2021. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.3	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		0.6	2.5
Expulsions		0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	0.6
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	4		22		4		15	4	2	
1	17	4			24		4		15	4	2	
2	23		4		21	2	2		19	1	4	
3	18	4			25		4		17	4	1	
4	29		3		24		3		24	1	3	
5	27		2		22	1	3		21	1	3	
6	27	1	4		27	1	3		18	2	3	
Other**					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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 Development opportunities take place during weekly staff meetings. Professional Development topics include:

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

Designated ELD

Integrated ELD

GLAD

Instructional Routines in math

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

Restorative Practices and Mindfulness Practices

Parent Participation- School committees; Supporting students at home

Social Emotional Learning

Social Justice and Equity

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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:

Library Technology Technician

Instructional Assistants, English Learners

Instructional Coach

Resource Teacher

Part time support teachers for English Language Arts

Social Worker

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14,247.57	5,699.13	8,548.44	78,403
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-4.2
School Site/ State	9.8	-7.1

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