Lilian J. Rice Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.
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.

2021-22 School Contact Information

School Name	Lilian J. Rice Elementary School
Street	915 Fourth Avenue
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 420-7071
Principal	Veronica Konkoly, Principal
Email Address	veronica.konkoly@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6037832

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esqivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

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 received an extensive modernization during the summer of 2014. Rice School has a student enrollment of approximately 650 students. There are 33 classrooms, Pre-School through Sixth grade. We have 50/50 Two Way Dual Language Immersion Program in grades Kinder through 5th grade. There are two Moderate/Severe Special Ed. classrooms in Grades K-6 and two Special Ed Preschool classes. Rice also has two State Preschool 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.

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	89
Grade 2	79
Grade 3	99
Grade 4	77
Grade 5	83
Grade 6	78
Total Enrollment	586

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	0.9
Black or African American	2.9
Filipino	2.6
Hispanic or Latino	86.9
Two or More Races	1
White	5.6
English Learners	39.2
Foster Youth	1
Homeless	1
Socioeconomically Disadvantaged	84.8
Students with Disabilities	16

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	90.8	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	2.5	9.2	106.0	7.7	18854.3	6.9
Total Teaching Positions	27.9	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	August 2014

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark and Benchmark Adelante. Adopted in 2017.	Yes	0%
Mathematics	GoMath Houghton Mifflin Harcourt K-6, English and Spanish. Adopted in 2015-2016	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%

History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	10/8/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		700 Girls RR: Damaged tile Admin Staff RR North: roof access still cracked open, drywall damage CR 704: formaica on sink door pealing. 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 chauking, ceiling tiles stained and cracked, tackboard damaged, file cabnits 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 chiped and holes, broken ceiling tile

School Facility Conditions and Planned Improvements

				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
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			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

School Facility Conditions and Planned Improvements

			PreK Play Toy: Cobwebs, dirty, low wood chip level PreK Playground: dirty
Electrical	X		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	X		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 chauking, 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

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			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	X			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

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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 chauking, ceiling tiles stained and cracked, tackboard damaged, file cabnits 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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	NT	NT	NT	NT
Female	166	NT	NT	NT	NT
Male	172	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	290	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	133	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	NT	NT	NT	NT
Female	166	NT	NT	NT	NT
Male	172	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	290	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	133	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	337	307	91	9	26
Female	166	154	93	7	34
Male	171	153	89	11	18
American Indian or Alaska Native	0	0	0	0	0
Asian	13	12	92	8	46

Black or African American	7	7	100	0	14
Filipino	0	0	0	0	0
Hispanic or Latino	288	262	91	9	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	5	4	80	20	20
White	24	22	92	8	33
English Learners	146	135	92	8	12
Foster Youth	4	4	100	0	0
Homeless	4	3	75	25	0
Military	9	6	67	33	33
Socioeconomically Disadvantaged	298	276	93	7	26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	48	79	21	8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	337	308	91	9	7
Female	166	156	94	6	8
Male	171	152	89	11	5
American Indian or Alaska Native	0	0	0	0	0
Asian	13	12	92	8	15
Black or African American	7	7	100	0	29
Filipino	0	0	0	0	0
Hispanic or Latino	288	264	92	8	6
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	5	4	80	20	0
White	24	21	88	13	0
English Learners	146	136	93	7	3
Foster Youth	4	4	100	0	0
Homeless	4	3	75	25	0
Military	9	6	67	33	22
Socioeconomically Disadvantaged	298	276	93	7	7
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	61	48	79	21	5

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	74	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	37	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 and School Safety Committee.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	645	625	43	6.9
Female	316	309	16	5.2
Male	329	316	27	8.5
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	20	19	3	15.8
Filipino	15	14	0	0.0
Hispanic or Latino	561	545	34	6.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	36	35	6	17.1
English Learners	306	295	10	3.4
Foster Youth	8	8	2	25.0
Homeless	11	11	2	18.2
Socioeconomically Disadvantaged	555	539	40	7.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	116	8	6.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.28	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 on December 2, 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	24		4	
2	21	2	2	
3	25		4	
4	24		3	
5	22	1	3	
6	27	1	3	
Other	14	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	
1	15	4	2	
2	19	1	4	
3	17	4	1	
4	24	1	3	
5	21	1	3	
6	18	2	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	2	
1	18	3	2	
2	16	4	1	
3	20	1	4	
4	19	2	2	
5	21	1	3	
6	20	1	3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.2
Social Worker	0.6
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	3.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (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	$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	-4.9
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	1.2	-9.1

2020-21 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
Social Worker

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,655	$52,060
Mid-Range Teacher Salary	$77,932	$84,043
Highest Teacher Salary	$103,806	$107,043
Average Principal Salary (Elementary)	$137,246	$133,582
Average Principal Salary (Middle)	$0	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$308,616	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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:

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	5	10

Chula Vista Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esqivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

| Students with Disabilities | 1975 | 1729 | 88 | 12 | 9 |

*At or above the grade-level standard in the context of the local assessment administered.