



Lilian J. Rice Elementary School

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

Veronica Konkoly, Principal, Principal

veronica.konkoly@cvesd.org

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

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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

District Governing Board

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Superintendent

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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 45 schools in the Chula Vista Elementary School District. 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 768 students. There are 33 classrooms, Pre-School through Sixth grade. We are in our second year of transitioning into a Dual Language Immersion Program. We currently have two Kindergarten classes and two First Grade classes. Two of our classrooms (2nd and 3rd grade) offer an Alternative Bilingual Program. 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	91
Grade 2	83
Grade 3	107
Grade 4	95
Grade 5	98
Grade 6	93
Total Enrollment	650

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	1.7
Filipino	2.2
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.2
White	7.8
Two or More Races	1.1
Socioeconomically Disadvantaged	84.3
English Learners	51.1
Students with Disabilities	13.2
Foster Youth	0.3

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			
Lilian J. Rice Elementary School	15-16	16-17	17-18
With Full Credential	27	30	31
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lilian J. Rice Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	2		

* "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 2017-18)

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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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)
Year and month in which data were collected: 3/3/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		900 Boys RR: ceiling tiles stained, dirty floor, scrsctched mirror cove base to FRP needs to be sealed 900 Girls RR: 7 ceiling tile stained; toilet paper all over the floor CR 900: front wall dirty, cabnits not secured, damaged ceiling tile CR 901: damaged tackboard, rain gutter down spout loose CR 902: front of building dirty tackboard stained countertop end cap missing fire extinguisher not properly mounted CR 905: ramp trip hazard, cleaners under sink, FRP stained, floor tile in restroom damaged, file cabnit not secured, front wall dirty CR 908: ceiling tiles not sitting properly in grid CR 401: tackboard damaged by front door CR 403: 1 ceiling tile stained, carpet stained CR 404: ciling tile not sitting flat on grid, countertop misssing end cap, teaching wall end panel laminate chipped CR 406: carpet near sink dirty , tackboard damage , cleaner under sink CR 703: cove base loose northeast corner CR 801: ramp rusting, chip in laminate, tackboard damage holes in cabnit next to sink CR 903: light out, damaged ceiling tiles ramp rusted, outside west wall dirty CR 904: vent dirty, sink water damaged and needs chauking, ceiling tiles stained and cracked, tackboard damaged, file cabnits not secured, door not closing New Directions 804 - 806: 804 missing cover plate restroom, cabnits not secured to wall, 805 missing cover plate restroom Outreach Office 800: 800A paint on carpet, 800B stained ceiling tile, cover plate for data outlet missing Pre 1001: 7 lights covered with paper/fabric; carpet has glue/paste; 2 ceiling tile not seating properly in grid; 2 tall cabinets not strapped to wall; doors removed from restrooms; broken soap dispenser Pre 1002: vent dirty, 3 ceiling tile not seating properly in grid, broken soap dispenser
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		900 Boys RR: ceiling tiles stained, dirty floor, scrsctched mirror cove base to FRP needs to be sealed

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/3/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>900 Girls RR: 7 ceiling tile stained; toilet paper all over the floor</p> <p>900 Play Toy: paint peeling, cobbwebs top section of slide shoot cracked tower loose and missing bolts</p> <p>CR 900: front wall dirty, cabnits not secured, damaged ceiling tile</p> <p>CR 902: front of building dirty tackboard stained countertop end cap missing fire extinguisher not properly mounted</p> <p>CR 905: ramp trip hazard, cleaners under sink, FRP stained, floor tile in restroom damaged, file cabnit not secured, front wall dirty</p> <p>CR 406: carpet near sink dirty , tackboard damage , cleaner under sink</p> <p>CR 501: front door cobbwebs</p> <p>CR 704: wall dirty tack board damaged , loose cove base enrty way</p> <p>CR 707: dirty walls, stucco peeling</p> <p>CR 802: Dirty casework, dirty walls, ramp rusting</p> <p>CR 903: light out, damaged ceiling tiles ramp rusted, outside west wall dirty</p> <p>CR 904: vent dirty, sink water damaged and needs chaucking, ceiling tiles stained and cracked, tackboard damaged, file cabnits not secured, door not closing</p> <p>Library Media Cntr.: lights out, front windows dirty, front door not closing</p> <p>MP: stage walls dirty, Front of stage dirty, damaged floor tile cracked stucco west door</p> <p>Play Toy by 701:</p> <p>Pre 1001: 7 lights covered with paper/fabric; carpet has glue/paste; 2 ceiling tile not seating properly in grid; 2 tall cabinets not strapped to wall; doors removed from restrooms; broken soap dispenser</p> <p>Pre 1002: vent dirty, 3 ceiling tile not seating properly in grid, broken soap dispenser</p> <p>PreK Play Toy: Cobwebs all over</p>
Electrical: Electrical	X			<p>CR 702: front door weather strip damaged, 1 light out</p> <p>CR 903: light out, damaged ceiling tiles ramp rusted, outside west wall dirty</p> <p>Library Media Cntr.: lights out, front windows dirty, front door not closing</p> <p>New Directions 804 - 806: 804 missing cover plate restroom, cabnits not secured to wall, 805 missing cover plate restroom</p> <p>Outreach Office 800: 800A paint on carpet, 800B stained ceiling tile, cover plate for data outlet missing</p> <p>Work Room: Missing end cap on wire molding on east wall, electrical panel obstructed</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/3/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 905: ramp trip hazard, cleaners under sink, FRP stained, floor tile in restroom damaged, file cabnit not secured, front wall dirty CR 705: sink damaged Playground (outside 713): fountain low Pre 1002: vent dirty, 3 ceiling tile not seating properly in grid, broken soap dispenser
Safety: Fire Safety, Hazardous Materials	X			CR 902: front of building dirty tackboard stained countertop end cap missing fire extinguisher not properly mounted CR 905: ramp trip hazard, cleaners under sink, FRP stained, floor tile in restroom damaged, file cabnit not secured, front wall dirty CR 406: carpet near sink dirty , tackboard damage , cleaner under sink Health Office: cleaners under sink Pre 1001: 7 lights covered with paper/fabric; carpet has glue/paste; 2 ceiling tile not seating properly in grid; 2 tall cabinets not straped to wall; doors removed from restrooms; broken soap dispenser
Structural: Structural Damage, Roofs	X			902 Play Structure: step cracked CR 901: damaged tackboard, rain gutter down spout loose CR 905: ramp trip hazard, cleaners under sink, FRP stained, floor tile in restroom damaged, file cabnit not secured, front wall dirty
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			400 Boys RR: window glass and window sill dirty 700 Boys RR: 3rd stall partion bottom trim loose, urinal partion loose 900 Play Toy: paint peeling, cobbwebs top section of slide shoot cracked tower loose and missing bolts Admin Staff RR South: door doesn't shut all the way CR 905: ramp trip hazard, cleaners under sink, FRP stained, floor tile in restroom damaged, file cabnit not secured, front wall dirty CR 301: CR 702: front door weather strip damaged,1 light out CR 904: vent dirty, sink water damaged and needs chauking, ceiling tiles stained and cracked, tackboard damaged, file cabnits not secured, door not closing Library Media Cntr.: lights out, front windows dirty, front door not closing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/3/2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	46	50	62	62	48	48
Math	34	34	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	32	53	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12	19.6	9.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	111	108	97.3	52.8
Male	55	53	96.4	47.2
Female	56	55	98.2	58.2
Hispanic or Latino	93	91	97.9	56.0
Socioeconomically Disadvantaged	94	92	97.9	52.2
English Learners	49	47	95.9	40.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	374	97.14	49.73
Male	188	182	96.81	43.41
Female	197	192	97.46	55.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	324	314	96.91	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	48.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	330	321	97.27	48.29
English Learners	216	206	95.37	45.63
Students with Disabilities	54	54	100	12.96
Foster Youth	--	--	--	--

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 2016-17 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	385	382	99.22	33.77
Male	188	187	99.47	35.83
Female	197	195	98.98	31.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	324	321	99.07	33.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	19.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	330	327	99.09	31.5
English Learners	216	214	99.07	30.37
Students with Disabilities	55	54	98.18	7.41
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Single 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 on 10/12/17. 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.5	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.2
Social Worker	.3
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist	1
Other	.5
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	25	18	4		3		4	2			
1	24	21	22		2		4	2	4			
2	21	25	20	2		3	2	4	1			
3	16	23	25	6	1			3	4			
4	27	23	30		1		3	3	3			
5	31	22	24		1	1	3	4	3			
6	26	24	23	1	1	1	3	3	3			
Other	13	13	13	1	1	1						

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

Professional Development provided for Teachers

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:

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
 Instructional Routines in math
 English Language Development
 Classroom Learning Environment
 Response to Intervention and Differentiation Strategies
 Writing Across the Curriculum with strategies from STORM and San Diego Area Writing Project
 Vocabulary Development (Wilda Storm)
 Rigorous Curriculum Design (RCD)
 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* 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:

Part time collaboration teachers for Theater, Dance, Drama
 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 <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,357.12	\$3,610.56	\$6,746.56	\$64,887.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-3.0	-5.7
Percent Difference: School Site/ State			19.4	-9.9

* Cells with ♦ do not require data.