



Lilian J. Rice Elementary School

915 Fourth Avenue • Chula Vista, CA 91911 • (619) 420-7071 • Grades K-6
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<http://schools.cvesd.org/schools/rice/Pages/default.aspx#.Vi26IRNViko>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



**"EACH CHILD IS AN INDIVIDUAL
OF GREAT WORTH"**

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The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable state and federal laws and regulations. The District office that monitors compliance is the Human Resources Services and Support Office, 84 East J Street, Chula Vista, CA 91910, phone (619) 425-9600, extension 1340. Any individual who believes s/he has been a victim of unlawful discrimination in employment, contracting, or in an educational program may file a formal complaint with the District's Human Resources Office.

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 during the summer of 2014. Rice School has a student enrollment of 768 students. There are 33 classrooms, Pre-School - Sixth grade. Four of our classrooms (K,1,2,3) 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 Family 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.

Mission

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; high achievers who take pride in their work, 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 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

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

District Profile

Located between the City of San Diego and United States/Mexico International Border, the Chula Vista Elementary School District is the largest K-6 district in the state. The District currently serves more than 29,200 students. The District serves a community that features a blend of residential areas, recreational facilities, open space, and light industry. The District currently operates 45 elementary schools (including 5 dependent charter schools). In addition, two independent charter schools operate through CVESD. Five charter schools also enroll middle school students, and two of those serve high school students as well.

Students experience a rigorous 21st century learning environment that is rooted in effective teaching practices and high-quality instruction. Students receive an education that nurtures every child's imagination, intellect, and sense of inquiry. Working together, we will harness the potential of a collective intelligence rich with the imagination and creativity necessary for students to become difference makers in the community.

The student population is ethnically diverse and is composed of African-American (4%), Asian (3%), Filipino (11%), Latino/Hispanic (67%), other (1%), Pacific Islander (.6%), and White (14%). More than one-third of the students in the District are classified English Learners, and 45% qualify for free and reduced-priced meal programs.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

School districts are required to produce Local Control and Accountability Plans (LCAPs), demonstrating how increased resources are linked to meeting the needs of all students. In tandem, the funding formula and accountability plans increase local decision making authority while also enhancing transparency and accountability. Here's where our parents, teachers and students come into play. Together, they will help our schools determine academic priorities in support of student achievement. The state's shift to local control is very much aligned to how we have long operated in the Chula Vista Elementary School District, where student-based decision-making is an expectation. Now, we will have additional resources to help us close the achievement gap.

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 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 at (619) 420-7071 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	104
Grade 2	86
Grade 3	98
Grade 4	99
Grade 5	82
Grade 6	96
Total Enrollment	636

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
Asian	1.7
Filipino	2.5
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.5
White	9.3
Two or More Races	0.5
Socioeconomically Disadvantaged	84.3
English Learners	50.6
Students with Disabilities	10.7
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
With Full Credential	40	28	27
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence		0	0
Chula Vista Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	1237
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lilian J. Rice Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.5
Districtwide		
All Schools	97.5	2.5
High-Poverty Schools	95.9	4.1
Low-Poverty Schools	99.7	0.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. 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%

Student Wellness Information

The Chula Vista Elementary School District recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all District students.

Our CVESD Wellness Committee consisting of principals, teachers, nurses, community organizations, parents, students and school food service professionals, was created to assist and advise the district on health related issues. It was with the assistance of this committee that our District's local wellness policy was revised (in May 2012). The wellness policy applies to every school in the District. The policy assists schools in improving the health of students by promoting physical activity and nutritious food. For more information on the District’s wellness policy visit www.cvesd.org/community/pages/wellness_policy.aspx.

Starting in 2010 and continuing biennially, CVESD has measured BMI (Body Mass Index) of all students to help inform our decisions around health and wellness. District maps were created to showcase the improved results and the need for continued efforts focused in this area. Teachers continue to document their completion of the required minutes for physical education with an emphasis on quality of instruction.

Rice Elementary has partnered with Scripps Mercy to establish a comprehensive wellness program at Rice Elementary. The focus of our partnership is to promote healthy living and healthy choices for our Rice School committee (Parents, Students, Teachers, and Staff). This will be done through preventive care, exercise, and nutrition education. Rice will also be planning cooking classes for parents and staff, a wellness fair, and a before school walking/running club. Our wellness policy also supports healthy students by promoting non-food parties and celebrations and/or healthy nutritious food and snack choices.

Our School believes that school gardens promote a healthy nutrition environment which serves as a teaching tool to improve student healthy behaviors. We will be building a new school garden to play an integral part in promoting healthy living and healthy choices to our students.

Students participate in planned physical activities including physical education, walking/running programs, structured, recess activities and before and/or after-school programs. Our school believes for students to be successful learners they must be physically ready to learn. Through modernization, we have restructured our kindergarten playground area to promote organized and structured games, as well as soccer on our grass area.

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: 1/6/2015

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				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				400 Boys RR: (5) Papers on floor 700 Boys RR: (5) loor dirty, urine smell
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				700 Girls RR: (8) Missing toilet paper Playground (outside 713): (9) fountain pressure too low Playground by 701: (9) fountains pressure too high
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	40	55	44
Math	26	44	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	52	78	32	66	71	67	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.20	9.40	6.20

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	32
Male	32
Female	33
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	27
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	8
Students with Disabilities	28
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	96	100.0	29	20	26	25
	4	100	96	96.0	48	22	19	11
	5	84	72	85.7	51	19	18	11
	6	94	93	98.9	19	32	35	13
Male	3		48	50.0	35	17	31	17
	4		52	52.0	56	19	10	15
	5		33	39.3	67	12	15	6
	6		46	48.9	24	37	28	11
Female	3		48	50.0	23	23	21	33
	4		44	44.0	39	25	30	7
	5		39	46.4	38	26	21	15
	6		47	50.0	15	28	43	15

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		3	3.1	--	--	--	--
	4		3	3.0	--	--	--	--
	5		3	3.6	--	--	--	--
	6		4	4.3	--	--	--	--
Asian	3		3	3.1	--	--	--	--
	4		2	2.0	--	--	--	--
	5		1	1.2	--	--	--	--
	6		3	3.2	--	--	--	--
Filipino	3		2	2.1	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.2	--	--	--	--
	6		2	2.1	--	--	--	--
Hispanic or Latino	3		72	75.0	31	22	24	24
	4		83	83.0	47	24	17	12
	5		61	72.6	54	21	18	7
	6		76	80.9	22	36	32	11
Native Hawaiian or Pacific Islander	6		2	2.1	--	--	--	--
White	3		16	16.7	25	6	31	38
	4		7	7.0	--	--	--	--
	5		5	6.0	--	--	--	--
	6		5	5.3	--	--	--	--
Two or More Races	5		1	1.2	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		83	86.5	31	19	28	22
	4		83	83.0	52	22	19	7
	5		62	73.8	53	21	16	10
	6		75	79.8	19	32	36	13
English Learners	3		48	50.0	40	21	23	17
	4		44	44.0	64	23	9	5
	5		32	38.1	66	31	3	0
	6		34	36.2	29	44	26	0
Students with Disabilities	3		8	8.3	--	--	--	--
	4		5	5.0	--	--	--	--
	5		6	7.1	--	--	--	--
	6		7	7.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	96	96	100.0	31	22	39	8
	4	100	99	99.0	40	40	16	3
	5	84	76	90.5	57	26	11	7
	6	94	93	98.9	37	44	13	6
Male	3		48	50.0	33	13	48	6
	4		53	53.0	38	36	23	4
	5		34	40.5	50	32	9	9
	6		46	48.9	35	43	15	7
Female	3		48	50.0	29	31	29	10
	4		46	46.0	43	46	9	2
	5		42	50.0	62	21	12	5
	6		47	50.0	38	45	11	6
Black or African American	3		3	3.1	--	--	--	--
	4		3	3.0	--	--	--	--
	5		3	3.6	--	--	--	--
	6		4	4.3	--	--	--	--
Asian	3		3	3.1	--	--	--	--
	4		3	3.0	--	--	--	--
	5		1	1.2	--	--	--	--
	6		3	3.2	--	--	--	--
Filipino	3		2	2.1	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.2	--	--	--	--
	6		2	2.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		72	75.0	33	24	36	7
	4		85	85.0	44	35	19	2
	5		65	77.4	60	26	8	6
	6		76	80.9	42	42	9	7
Native Hawaiian or Pacific Islander	6		2	2.1	--	--	--	--
White	3		16	16.7	25	6	50	19
	4		7	7.0	--	--	--	--
	5		5	6.0	--	--	--	--
	6		5	5.3	--	--	--	--
Two or More Races	5		1	1.2	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		83	86.5	33	20	39	8
	4		85	85.0	45	39	15	1
	5		65	77.4	60	23	11	6
	6		75	79.8	36	44	13	7
English Learners	3		48	50.0	38	31	29	2
	4		47	47.0	51	38	11	0
	5		36	42.9	72	19	6	3
	6		34	36.2	53	44	3	0
Students with Disabilities	3		8	8.3	--	--	--	--
	4		5	5.0	--	--	--	--
	5		6	7.1	--	--	--	--
	6		7	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 School Climate State Priority (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 October of 2015 and approved by the School Site Council on 10/15/15. Emergency drills are conducted on a regular basis. These include fire, lock-down, and earthquake drills. Members of the Response Team receive Emergency Response training to insure the safety of all staff and students in the case of an emergency or disaster situation.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.40	1.11	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.68	0.79	0.65
Expulsions Rate	0.00	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	18	20	17	4	1	4	1	4				
1	21	20	24	3	3		1	1	4			
2	21	19	21	3	5	2	2		2			
3	19	20	16	4	4	6		1				
4	26	23	27		1		3	3	3			
5	28	30	31				4	3	3			
6	27	27	26	1		1	3	4	3			
Other	18	12	13	1	1	1	1					

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	.3
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist	1.5
Other	1
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.

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). 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:

Explicit Direct Instruction
Instructional Strategies - Student Engagement, Questioning Techniques, Checking for Understanding
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 San Diego Area Writing Project
Vocabulary Development (Wilda Storm)
Rigorous Curriculum Design (RCD)
Eureka Math and GoMath
Common Core Standards
Physical Education- Heather Cruz
Parent Participation- School committees; Supporting students at home

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,557	\$43,091
Mid-Range Teacher Salary	\$65,715	\$70,247
Highest Teacher Salary	\$87,533	\$89,152
Average Principal Salary (ES)	\$115,846	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$228,800	\$192,072
Percent of District Budget		
Teacher Salaries	42%	41%
Administrative Salaries	5%	6%

* 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)
- SIP (School Improvement)
- PAR Funds (Peer Assistance and Review)
- 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 Assistant, English Learners
- Instructional Coach
- Two 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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,177.93	3,357.11	5,820.82	63,676
District	♦	♦	5,986.18	\$67,803
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-2.8	-6.1
Percent Difference: School Site/ State			8.8	-12.8

* Cells with ♦ do not require data.