Eldridge Rice Elementary School

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

Garvey School District
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Assistant Superintendent, Student Support Services

School Description

Eldridge Rice Elementary School has been recognized by the California Department of Education as a California Distinguished School. The California Distinguished School Award is an award given by the California State Board of Education to public schools within the entire state that best represent exemplary and quality educational programs. Approximately 5-10% of California schools are awarded this honor each year following a rigorous selection process. California uses a multiple measures accountability system to identify eligible schools based on their performance and progress on the state indicators as specified on the California School Dashboard. California recognized outstanding education programs and practices in elementary schools that demonstrates significant gains in narrowing the achievement gap. The California Distinguished Award recognizes and honors Eldridge Rice Elementary School as one of California's most exemplary and inspiring public schools of which we are as a collective community, inclusive of all stakeholders are extremely proud of.

Eldridge Rice is nestled in the San Gabriel Valley in the city of Rosemead, California. It has been recognized as innovative in the many initiatives it provides it students. Rice is a Leader In Me School where students learn how to be leaders and take on leadership roles daily while utilizing the 7 Habits. It is one of four schools in the district that pioneered a coding program in collaboration with CODE to the Future and fully believes in how a quality computer science programs benefits our students. Rice has been nationally recognized as a No Excuses School where students are prepared to be college and career ready. Positive Behavior Interventions and Supports are used daily to help all students and staff realize how to be more reflective and proactive regarding appropriate behaviors and disciplinary measures.

Rice is one of the largest plant site among Elementary Schools in the Garvey School District. Currently it serves approximately 350 students in Pre-K SDC, and TK/Kindergarten through 6th grades. The student population consists of a majority of Asian (54%) and Hispanic (40%) students of which 35% are English Learners. 82.67% of the students receive free or reduced lunch.

There are 15 Kindergarten through 6th grade classes, two half-day Head Start classes, one Moderate Severe Special Day Pre-K (SDC) class, one Mil Moderate K-2 SDC Class, one full-time Speech and Language Pathologist, one part time Resource Specialist (RSP) teacher, one part time Counselor, one part-time English Language Interventionist, one part-time Nurse, and one part-time Psychologist.

Rice's Mission Statement is demonstrative of our desire for our students in that, "We are committed to the belief that every student deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend."

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	51
Grade 2	59
Grade 3	55
Grade 4	57
Grade 5	56
Grade 6	64
Total Enrollment	392

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	57.1
Filipino	0.3
Hispanic or Latino	39.5
White	0.8
Two or More Races	1.3
Socioeconomically Disadvantaged	84.2
English Learners	41.8
Students with Disabilities	5.4
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 for Eldridge Rice	17-18	18-19	19-20
With Full Credential	17	17	15
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Garvey School District	17-18	18-19	19-20
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Eldridge Rice Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Science	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5)
	Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/03/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	61	56	59	50	50
Math	47	51	54	58	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.8	22.6	30.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Pupil outcomes in the subject areas of physical education.

School Year 2018-19 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	230	221	96.09	60.63
Male	103	100	97.09	55.00
Female	127	121	95.28	65.29
Asian	132	128	96.97	74.22
Hispanic or Latino	92	90	97.83	42.22
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	188	96.91	57.45
English Learners	135	128	94.81	57.03
Students with Disabilities	11	10	90.91	30.00
Students Receiving Migrant Education Services	--	--	--	--
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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	230	226	98.26	51.33
Male	103	101	98.06	51.49
Female	127	125	98.43	51.20
Asian	132	131	99.24	67.94
Hispanic or Latino	92	91	98.91	28.57
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	191	98.45	48.69
English Learners	135	133	98.52	50.38
Students with Disabilities	11	10	90.91	20.00
Students Receiving Migrant Education Services	--	--	--	--
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 school site

Opportunities for Parental Involvement (School Year 2019-20)
During the school year, Rice parents participate in School Site Council (SSC), English Learner Advisory Committee (ELAC), DAC/DELAC, Parent Teacher Association (PTA) and in the classroom as volunteers. Our school has customarily over 50 activities for parent involvement. Parents regularly volunteer with our Parent Teacher Association to support their students. Rice also has two Home School Community Coordinators who provide information to all families concerning opportunities for parent involvement in their primary language of English, Spanish, Mandarin, Cantonese, and Vietnamese. Rice provides information regarding opportunities to support their students with flyers in their primary language. Parents are encouraged to provide suggestions to the school to provide classes in areas they would like to learn more about. Our local law enforcement will provide a class to our parents at the end of the year to help them be aware of online dangers and predators who use technology. The District also has Coordinators who organize monthly parent involvement activities at the Parent Education Center. Regular parent meetings occur throughout the year with the principal. Many activities occur throughout the year that provides opportunities for parents to be involved. Night of the Stars, Field trips, Halloween Parade, Walk-a-Thon, International Day, Book Fairs, Fall and Spring EPIC Build Coding Day Symposiums, Movie Nights, Leader In Me Monthly Assemblies, Trimester Award Assemblies, Winter Performances and Red Ribbon Week, Coffee with the Principal, Title One Parent Meeting, English Learner Advisory Committee, and School Site Council are other opportunities for parents to become involved with at Rice.

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
Rice Elementary School has a Comprehensive School Safety Plan that is reviewed and updated annually by the School Site Council and the school safety committee.The plan details measures to be taken by staff and students during emergency situations. In addition, the Rice staff and students practice the following on a regular basis: fire, earthquake evacuation, shelter-in-place and lock-down drills.The district developed a Discipline Handbook, which has been provided online to all Rice parents through Parent Portal. This Handbook defines prohibited behavior and reasonable consequences for all students in the Garvey School District. Classroom rules and consequences are posted in each classroom and are reviewed at Back to School Night every year. The school discipline policy supports the district's Positive Behavior Intervention and Support Implementation to focus on positive discipline procedures versus punitive. Positive Behavior Intervention and Support Committees are at each site to support the district-wide initiative of PBIS. Students are educated in the value making better choices versus punitive consequences that do not foster long term results regarding student discipline. The district also provides a Saturday School Program in lieu of suspension from school. The community has embraced PBIS and Leader In Me strategies which have decreased disciplinary issues significantly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.0
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	784.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		25		2		25		2	
1	22		3		18	3			26		2	
2	19	3			24		2		20	3		
3	22		3		23		3		28		2	
4	32		2		31		2		29		2	
5	29		2		31		2		28		2	
6	36			2	22	1	2		32		1	1
Other**	10	2										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Learning Support Services Department provide numerous opportunities for professional development throughout the year. Pre-K through eighth grade teachers participated in weekly Collaboration Meetings with TOSA's to address key areas identified in the District-wide Professional Development Plan. Training included: newly adopted district curriculum for ELA and Math, Core English Language Development, FOSS/NGSS Lesson Study, and Computer Science Technology Integration in the Classroom, Google Certification Level 1 and 2, AERIES Grade book Training, Dual Language, Benchmark Assessment and Elementary VAPA. Each school identified areas based on student achievement data and focused teacher professional development in providing effective first instruction in these key areas.

Rice Leadership Team members received training during the summer of 2018 during the School Planning Institute as provided by the district. Teacher Leadership team worked on school planning for the incoming year, analyzed data, and shared best practices. As a result collaborative meetings and Professional Learning Communities provide the opportunity for teachers to develop their lessons supporting Common Core standards with additional support from the District TOSA's in subject specific areas. Other staff development strengthened teachers skills in the area of English Learner instruction, and teachers continue to develop skills using interactive instructional technologies such as SMART boards. Summer training was also made available in the areas of a 7 Habits Institute for Leader in Me Implementation, ELA/ELD Program Design, SEIS Training, Managing Challenging Behaviors, Write from the Beginning, AVID, and Thinking Maps. TOSA's and English Language Interventionists also provide various training's based on data analysis and site specific need and are an additional resource made available for all educators within the district. Staff meetings are set aside for District wide training through webcasts on various topics as deemed a priority by District Leadership Cabinet members, district need and site specific need.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,635	$49,378
Mid-Range Teacher Salary	$81,786	$77,190
Highest Teacher Salary	$102,081	$96,607
Average Principal Salary (ES)	$117,548	$122,074
Average Principal Salary (MS)	$124,423	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$191,311	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4,702	$609	$4,093	$71,612
District	N/A	N/A	$4,597	$85,086.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.6	-17.2
School Site/ State	-58.9	-8.1

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

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

Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core programs for all students that are supported by the district-adopted curricular materials; and 2) supplemental services for identified students that are funded by programs such as special education, Gifted and Talented Education (GATE), and other categorical programs, including programs for below grade level students, English Learners and Migrant Education students.

DataQuest

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

Internet Access

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