

Eldridge Rice Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Eldridge Rice Elementary School
Street	2450 North Angelus Ave.
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 307-3348
Principal	Judy Gonzales
Email Address	jgonzales@gesd.us
School Website	https://rice.garvey.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	19-64550-6013528

2024-25 District Contact Information

District Name	Garvey School District
Phone Number	(626) 307-3400
Superintendent	Anita Chu
Email Address	achu@garvey.k12.ca.us
District Website	www.garvey.k12.ca.us

2024-25 School Description and Mission Statement

Eldridge Rice is nestled in the San Gabriel Valley in the city of Rosemead, California. We currently serve approximately three hundred and three students in preschool through sixth grade. The student population consists of a majority of Asian (49%) and Hispanic (42.8%) students, of which 38.4% are English Learners, and 10.6% have been reclassified fluent English Proficient students. 70% are socio-economically disadvantaged. We have twelve Transitional Kindergarten through 6th-grade classes, one full-day Head Start class, two Special Day Pre-K (SDC) classes, one full-time Speech and Language Pathologist, one part-time Speech and Language Pathologist, one full-time Speech and Language Assistant, two part-time Resource-Specialist (RSP) teachers, one full-time counselor, one behavior intervention assistant, one full-time intervention teacher, one bilingual

2024-25 School Description and Mission Statement

assistant, one part-time occupational therapist, one part-time adaptive pe teacher, one part-time Nurse, one part-time health assistant, one thirty percent psychologist, one part-time library media technician, and one Spanish and one Mandarin and Chinese speaking part-time school community coordinators. In addition, our TK-6th grade students enjoy visual and performing arts instruction by credentialed teachers once a week for fifty minutes in music or art.

Rice is focused on providing research-based strategies to provide students with quality first instruction. Our staff continuously reflects on their teaching outcomes and works closely to ensure that students can transfer new knowledge gained to other areas of the curriculum. Most teachers have been trained on the FAST Framework, Common Core (CCSS), CODE to the Future (CTTF), Next Generation Science Standards (NGSS), Thinking Maps, and Write From The Beginning and Beyond.

To support academic instruction, along with a team of dedicated teachers and staff, we have a robust English Language Development program for our newcomers, a reading intervention program four times a week for thirty minutes for specific students identified through local assessments; GLAD strategies, AVID instructional strategies in grades fourth- sixth; iReady Reading and Math; Reflex Math Facts; and the Imagine Learning Suite to support academic growth and acceleration. We are committed to integrating STEAM into the curriculum. We engage our students with opportunities to set goals and increase academic rigor, technological aptitudes, problem-solving skills, and leadership opportunities.

Positive Behavior Interventions and Support, PBIS, is integral to what we do and who we are. Our students always keep a "Rocket Card" with them to support positive behavior. Once the card is filled up, they may enter it into a raffle for a chance to participate in trimester rewards or trade them in for a class prize from the PBIS treasure chest. We are fortunate to provide our students with a wellness center where students can visit during recess, self-select to see the counselor for individual or group activities, participate in social-emotional lessons using the Second Step curriculum, and so much more. Students set behavior and academic goals and maintain an understanding of where they are currently concerning their behavior and academics.

Our average daily attendance is 96.17%. Our school is proactive in verifying student absences, scheduling SART meetings to support our families to improve their child's attendance, communicating with families, rewarding students for attendance, conducting home visits by the counselor and principal, providing student support through activities sponsored by our Wellness Center, such as class SEL lessons, socialization opportunities, individual and group student support groups, and Fun Fridays; and submitting requests for SARB meetings when all other measures to encourage attendance have failed.

At Rice, we are dedicated to supporting the whole child through initiatives such as Positive Behavior Interventions and Support (PBIS) and AVID in grades 4-6. Visual and Performing Art (VAPA) Itinerant teachers provide instruction in arts to all students. Leadership training works to support student leadership in all areas. We were recently awarded a California Community Schools Partnership Program grant to enhance our "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Rice Elementary provides multiple avenues for parents to become involved at the school. There are annual Back to School Night and Open House events, monthly Coffee with the Principal, Title I, English Language Advisory Committee (ELAC), School Site Council, PTA meetings, PTA-sponsored Family Nights, and other parent trainings provided by our counselor. This partnership encourages strong collaboration between parents and teachers as we work to ensure the academic, social, and emotional success of our children.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	42
Grade 2	37
Grade 3	41
Grade 4	33
Grade 5	40
Grade 6	44
Total Enrollment	292

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
Asian	49
Black or African American	0.7
Filipino	2.4
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	0.7
English Learners	38.4
Foster Youth	0.7
Homeless	1
Socioeconomically Disadvantaged	68.8
Students with Disabilities	10.3

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	93.33	181.40	94.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	1.00	6.67	7.70	4.07	18854.30	6.86
Total Teaching Positions	15.00	100.00	191.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	94.12	190.60	93.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.49	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.00	2.44	11953.10	4.28
Unknown/Incomplete/NA	1.00	5.88	6.30	3.07	15831.90	5.67
Total Teaching Positions	17.00	100.00	204.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.10	86.14	181.10	89.83	231142.40	100.00
Intern Credential Holders Properly Assigned	0.10	0.72	0.90	0.49	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.49	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.10	1.58	11746.90	4.23
Unknown/Incomplete/NA	2.00	13.14	13.30	6.61	14303.80	5.15
Total Teaching Positions	15.20	100.00	201.60	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Garvey School District adheres to the California Education Code, which requires that each student, including English Learners and those in special day classes, have a Stateadopted, standards-based textbook or application for use in the defined subject areas of English Language Arts/ELD, history-social science, mathematics, and science. Students must be assigned a single textbook(or its equivalent digital version) in each subject that students can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and 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.

Year and month in which the data were collected September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K-6) Benchmark Education Company, Benchmark Advance, 2015 Student Textbook, and Online Access. (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%
Mathematics	(K-6) Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook, Work-text, and Online Access (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%
Science	(K-8) Delta Education - FOSS Next Generation, 2018, Student Textbook, Work-text, and Online access (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%

History-Social Science	(K-6) McGraw Hill Education, Impact California Social Studies, 2019 – Student Textbook and Online Access (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%
-------------------------------	---	-----	----

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

School Facility Conditions and Planned Improvements

Based on a recent site inspection conducted during the month of November 2024, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. Interior surfaces and electrical were found in need of some updates. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

Year and month of the most recent FIT report 11/25/24

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	43	56	56	46	47
Mathematics (grades 3-8 and 11)	42	36	53	52	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	152	91.57	8.43	43.42
Female	69	61	88.41	11.59	50.82
Male	97	91	93.81	6.19	38.46
American Indian or Alaska Native	0	0	0	0	0
Asian	87	78	89.66	10.34	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	64	94.12	5.88	20.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	54	80.60	19.40	20.37
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	96	93.20	6.80	40.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	164	98.80	1.20	35.98
Female	69	68	98.55	1.45	33.82
Male	97	96	98.97	1.03	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	87	87	100.00	0.00	54.02
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	66	97.06	2.94	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	66	98.51	1.49	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03	0.97	26.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.91	17.95	41.89	42.07	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	39	97.50	2.50	17.95
Female	18	18	100.00	0.00	22.22
Male	22	21	95.45	4.55	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	22.73
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	17	16	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	8.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	99	99	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents, guardians, and community members are an integral part of the support system for Garvey School District students. Per Title 1 regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and engage in a partnership to help children achieve the State's high standards. There are ample opportunities for parents to participate in the school's governance by joining many committees, such as the School Site Council, ELAC, PTA, Community Schools Advisory Council, and District Level Committees. The ELAC (English Learner Advisory Committee) aims to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement. Representatives from this group attend monthly DELAC meetings facilitated by Learning Support Services. The SSC (School Site Council) is a team of the principal, teachers, other school personnel, parents, students, and community members elected to develop the mission and goals for improving an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets once a month.

In addition, parents can take advantage of attending Coffee with the Principal and numerous parent workshops provided by Learning Support Services on topics ranging from parenting, academic achievement, family literacy, and children's social-emotional needs to school funding. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, field trips, family nights, and other school functions and events. In addition, our school counselor leads parent trainings using the PESA program. Lastly, for the 2024-2025 school year, we were awarded the California Community Schools Grant, where parents and community members are more involved on campus to bring extended and expanded learning opportunities for students during and outside the school day.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	320	41	12.8
Female	155	148	17	11.5
Male	178	172	24	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	164	157	8	5.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	137	28	20.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	141	133	9	6.8
Foster Youth	--	--	--	--
Homeless	13	--	--	--
Socioeconomically Disadvantaged	267	256	39	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	36	8	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.82	1.80	0.00	1.24	1.86	1.31	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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. This plan was reviewed, updated, and discussed with the faculty on 10/08/2024 and the SSC on 12/16/2024. The plan details measures to be taken by staff and students during emergency situations. In addition, the Rice staff and students practice the following regularly: 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 the 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 Supports implementation to focus on positive discipline procedures versus punitive ones. Positive Behavior Intervention and Support Committees are at each site to support the district-wide initiative of PBIS. Students are educated on the value of 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.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	1	
1	22		2	
2	12	1	1	
3	12	1	1	
4	15	1	2	
5	24		2	
6	38		1	1
Other	9	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	20	1	1	
2	23		2	
3	24		1	
4	24		1	
5	31		1	
6	32		1	
Other	27		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	21	1	1	
2	27		1	
3	26		1	
4	27		1	
6	30		1	
Other	28		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	584

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6737.73	961.73	5776.01	83946.26
District	N/A	N/A	5288.26	\$97,085
Percent Difference - School Site and District	N/A	N/A	8.8	-14.5
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-60.4	-11.4

Fiscal Year 2023-24 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, and other categorical programs, including programs for below grade level students, and English Learners. Our students benefit from Reflex math to support their math fact fluency, Reading counts to promote reading literacy skills, SIPPS reading intervention program for students who qualify, iReady, and Imagine Learning to support literacy and numeracy skills.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,727	\$57,839
Mid-Range Teacher Salary	\$95,121	\$90,040
Highest Teacher Salary	\$118,725	\$118,647
Average Principal Salary (Elementary)	\$148,356	\$144,639
Average Principal Salary (Middle)	\$152,052	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$247,884	\$229,986
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Garvey School District is committed to providing high-quality professional learning for administrators, teachers, classified staff, and parents, which is aligned with the District's Mission and Vision. Teachers and staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. District-wide days of professional learning and collaboration are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. Each site's professional development plan is designed

Professional Development

collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA) and align with the district LCAP (Local Control and Accountability Plan). Garvey administrators, teachers, and staff also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.

Rice Leadership Team members received training from the district during the School Planning Institute. The 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 allow teachers to develop lessons supporting Common Core standards. Lastly, the teacher meetings incorporate opportunities for staff to share best practices and for professional development that is specific to site goals.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	