# Dr. Ernest Garcia Elementary School

**1390 West Randall Ave. • Colton, CA 92324 • (909) 421-7620 • Grades P-5**
**Ramona I. Rodriguez, Principal**
rrodrigu3@rialto.k12.ca.us

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

**Rialto Unified School District**
182 East Walnut Ave.
Rialto, CA 92376
(909) 820-7700
www.rialto.k12.ca.us

**District Governing Board**

Nancy G. O'Kelley, President

Dina Walker, Vice President

Joseph Martinez, Clerk

Joseph Ayala, Member

Edgar Montes, Member

Avionc' Douglas, Student Member

**District Administration**

Dr. Cuauhtémoc Avila
**Superintendent**

Dr. Daren McDuffie
**Lead Strategic Agent: Strategics, Congruence & Social Justice**

Kelly Bruce
**Lead Academic Agent, Secondary Literacy, Learning, and Innovation**

Dr. Patricia Chavez
**Lead Academic Agent, Secondary Literacy, Learning and Innovation**

Dr. Edward D'Souza
**Lead Academic Agent, Math/Science and College/Career Pathways**

Rhonda Kramer
**Lead Academic Technology Agent**

Rhea McIver Gibbs
**Lead Personnel Agent**

Mohammad Z. Islam
**Associate Superintendent**

Syeda Jafri
**Agent: Communications/Media Services**

## School Description

Dr. Ernest Garcia Elementary School has a dedicated staff that sets high personal and school standards for curriculum, instruction, student performance, and student behavior. We currently serve 714 kindergarten through fifth grade students, including 48 pre-school students. All 27 teachers are highly qualified under No Child Left Behind (NCLB) requirements. Our school-wide focus is developing students for 21st Century Learning and preparing them to be College and Career Ready in the future. Dr. Ernest Garcia Elementary School has been at the forefront in implementing the new Common Core Standards in English Language Arts and Mathematics. Teachers have received extensive training in the new ELA standards and the new Houghton Mifflin Go Math Program for students in Kinder through 5th grade and have implemented with fidelity. Open communication between our school and our public is highly valued. We encourage our parents/guardians to participate actively in their child's education by attending school functions, becoming a member of the School Site Council (SSC) or English Learners Advisory Council (ELAC), volunteering in the classroom, regularly communicating with their child's teacher, and making sure their child is at school every day and on time. The use of our School Loop Website, Parent Link, Parent Involvement Activities, and the establishment of a solid home school connection have kept Garcia families and staff informed and focused on roles necessary for student learning. We will continue our efforts for Garcia to be successful in implementing the Common Core State Standards. We will be diligent in our efforts to monitor expectations and outcomes and make changes/revisions as needed. We have interventions in place to give additional assistance to all students needing greater academic support. We are confident that our efforts are well-defined, implemented, and monitored and will result in academic success.

## Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley, due west of the County Seat. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

Rialto Unified School District served over 25,000 students in grades kindergarten through twelve during the 2018-2019 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on both traditional and year-round schedules. Located in the northwest quadrant of Colton, Garcia Elementary School operates on traditional school calendar. The school served approximately 725 kindergarten through fifth grade students during the 2013-14 school year. Student demographics are displayed in the chart.

## 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 | 89 |
| Grade 1 | 112 |
| Grade 2 | 107 |
| Grade 3 | 105 |
| Grade 4 | 96 |
| Grade 5 | 139 |
| Total Enrollment | 648 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.9 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.6 |
| Filipino | 0.9 |
| Hispanic or Latino | 91.5 |
| White | 3.1 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 85.8 |
| English Learners | 24.2 |
| Students with Disabilities | 14.4 |
| Foster Youth | 0.3 |
| Homeless | 6 |

## 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 Dr. Ernest Garcia | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 0 | 0 | 29 |
| Without Full Credential | 0 | 28 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Rialto Unified School | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

**Teacher Misassignments and Vacant Teacher Positions at Dr. Ernest Garcia Elementary School**

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

\* 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)**

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 12, 2018.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

**Textbooks and Instructional Materials**
**Year and month in which data were collected: June 2019**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | Grades TK – 5<br>McGraw-Hill School Education<br>Reading Wonders / 2016<br>CA Wonders Read Write Wrkshp Bg Bk V 1 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 2 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 3 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 4 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 5 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 6 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 7 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 8 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 9 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 10 (*) — Big Book — English<br>Close Reading Companion — Consumable — English<br>On Level - Leveled Readers (*) — Other — English<br>Approaching - Leveled Readers (*) — Other — English<br>Beyond - Leveled Readers (*) — Other — English<br>ELL - Leveled Readers (*) — Other — English<br>Grade K — Core Component(s)<br>CA Wonders Read Write Wrkshp Bg Bk V 1 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 2 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 3 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 4 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 5 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 6 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 7 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 8 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 9 (*) — Big Book — English<br>CA Wonders Read Write Wrkshp Bg Bk V 10 (*) — Big Book — English<br>Close Reading Companion — Workbook — English<br>On Level - Leveled Readers (*) — Other — English<br>Approaching - Leveled Readers (*) — Other — English<br>Beyond - Leveled Readers (*) — Other — English<br>ELL - Leveled Readers (*) — Other — English<br>Grade 1 — Core Component(s)<br>Reading Wonders Literature Anthology Volume 1 — Anthology — English<br>Reading Wonders Literature Anthology Volume 2 — Anthology — English<br>Reading Wonders Literature Anthology Volume 3 — Anthology — English<br>Reading Wonders Literature Anthology Volume 4 — Anthology — English<br>Reading Writing Workshop Volume 1 — Textbook - Softcover — English<br>Reading Writing Workshop Volume 2 — Textbook - Softcover — English<br>Reading Writing Workshop Volume 3 — Textbook - Softcover — English<br>Reading Writing Workshop Volume 4 — Textbook - Hardback — English<br>Close Reading Companion — Consumable — English<br>Grade 2 — Core Component(s)<br>Reading Wonders Literature Anthology — Anthology — English<br>Reading Writing Workshop — Textbook - Hardback — English<br>Close Reading Companion — Workbook — English<br>Grade 3 — Core Component(s)<br>Reading Wonders Literature Anthology — Anthology — English<br>Reading Writing Workshop — Textbook - Hardback — English<br>Close Reading Companion — Consumable — English |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| | Grade 4 — Core Component(s)<br>Reading Wonders Literature Anthology — Anthology — English<br>Reading Writing Workshop — Textbook - Hardback — English<br>Close Reading Companion — Workbook — English<br>Grade 5 — Core Component(s)<br>Reading Wonders Literature Anthology — Anthology — English<br>Reading Writing Workshop — Textbook - Hardback — English<br>Close Reading Companion — Consumable — English<br><br>Grade K<br>Benchmark Education Company<br>Benchmark Adelante / 2016<br>Grade K — Core Component(s)<br>Texts for English Language Development (*) — Other — English<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**   0 |
| **Mathematics** | Grades TK – 5<br>Houghton Mifflin Harcourt School Publishers<br>Go Math! / 2014<br>Grade TK — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br>Grade K — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br>Grade 1 — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br>Grade 2 — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br>Grade 3 — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br>Grade 4 — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br>Grade 5 — Core Component(s)<br>CA Go Math! — Consumable — English<br>Standards Practice Book — Consumable — English<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**   0 |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| Science | Grades TK – 5<br>Macmillan/McGraw-Hill<br>Macmillan/McGraw-Hill California Science /<br>2007<br>Grade TK — Core Component(s)<br>California Science Flipbook (*) — Flip Chart — English<br>California Science Activity book — Consumable — English<br>Grade K — Core Component(s)<br>California Science Flipbook (*) — Flip Chart — English<br>California Science Activity book — Consumable — English<br>Grade 1 — Core Component(s)<br>California Science — Textbook - Hardback — English<br>Grade 2 — Core Component(s)<br>California Science — Textbook - Hardback — English<br>Grade 3 — Core Component(s)<br>California Science — Textbook - Hardback — English<br>Grade 4 — Core Component(s)<br>California Science — Textbook - Hardback — English<br>Grade 5 — Core Component(s)<br>California Science — Textbook - Hardback — English<br><br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| History-Social Science | Grade TK — Core Component(s)<br>Newsletter — Consumable — English<br>Grade K — Core Component(s)<br>Newsletter — Consumable — English<br>Grade 1 — Core Component(s)<br>Newsletter — Consumable — English<br>Grade 2 — Core Component(s)<br>Newsletter — Consumable — English<br>Grade 3 — Core Component(s)<br>Newsletter — Consumable — English<br>Grade 4 — Core Component(s)<br>Newsletter — Consumable — English<br>Grade 5 — Core Component(s)<br>Newsletter — Consumable — English<br><br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| --- | --- |
| **Health** | Health & Wellness: 3rd Grade Pupil Edition<br>[ Book ] Meeks, Linda & Heit, Philip ISBN: 0-02-280602-4 $43.23<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 3<br>Adopted 5/2005 for Third Grade<br><br>Health & Wellness: 4th Grade Pupil Edition<br>[ Book ] Meeks, Linda & Heit, Philip ISBN: 0-02-280603-2 $43.23<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 4<br>Adopted 5/2005 for Fourth Grade<br><br>Health & Wellness: 5th Grade Pupil Edition<br>[ Book ] Meeks, Linda & Heit, Philip ISBN: 0-02-280604-0 $43.23<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 5<br>Adopted 5/2005 for Fifth Grade<br><br>Health & Wellness Big Ideas Book 1st grade<br>[ Book ]  ISBN: 0-02-281478-7 $72.80<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 1<br>Adopted 5/2005 for First Grade<br><br>Health & Wellness Big Ideas Book 2nd grade<br>[ Book ]  ISBN: 0-02-281479-5 $72.80<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 2<br>Adopted 5/2005 for Second Grade<br><br>Health & Wellness Big Ideas Book Kindergarten<br>[ Book ]  ISBN: 0-02-280390-4 $72.80<br>Macmillan/McGraw-Hill 2006 California Big Book<br>Grades: K<br>Adopted 5/2005 for Kindergarten<br><br>Health & Wellness Life Skills Book 1st grade<br>[ Book ]  ISBN: 0-02-281482-5 $72.80<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 1<br>Adopted 5/2005 for First Grade<br><br>Health & Wellness Life Skills Book 2nd grade<br>[ Book ]  ISBN: 0-02-281483-3 $72.80<br>Macmillan/McGraw-Hill 2006 California<br>Grades: 2<br>Adopted 5/2005 for Second Grade<br><br>Health & Wellness Life Skills Book Kindergarten<br>[ Book ]  ISBN: 0-02-281481-7 $72.80<br>Macmillan/McGraw-Hill 2006 California Big Book<br>Grades: K<br>Adopted 5/2005 for Kindergarten<br><br><br>**The textbooks listed are from most recent adoption:**    Yes<br>**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)**

Garcia Elementary School, originally constructed in 1994, is currently comprised of 26 permanent classrooms, two portable classrooms, a parent center, a teacher workroom, a staff lounge, a nurse's office, a cafeteria/multipurpose room, a library, a computer lab, a play field, and one playground. The most recent additions to the campus occurred in 2006 and included the installation of a shade structure on the field. The chart displays the results of the most recent school facilities inspection as of October 2018. Any deficiencies listed in the chart are added to the work order process when time and funding are available.

School Safety

The safety of students and staff is a primary concern of Garcia Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2018; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: 9/28/19

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | | Rooms B 1-4) Stained ceiling tiles (Remedied 11/25/19) |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | |
| **Structural:**<br>Structural Damage, Roofs | | Portables P 1,2 Damaged ramp (Remedied 12/02/19) |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Good** | |

## 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** | 30 | 29 | 33 | 36 | 50 | 50 |
| **Math** | 25 | 32 | 20 | 22 | 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** | 14.6 | 19.7 | 8.8 |

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.

**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 | 344 | 337 | 97.97 | 29.38 |
| Male | 184 | 180 | 97.83 | 21.11 |
| Female | 160 | 157 | 98.13 | 38.85 |
| Black or African American | 13 | 13 | 100.00 | 7.69 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 309 | 302 | 97.73 | 31.13 |
| White | 15 | 15 | 100.00 | 20.00 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 295 | 290 | 98.31 | 28.28 |
| English Learners | 123 | 121 | 98.37 | 33.06 |
| Students with Disabilities | 66 | 65 | 98.48 | 7.69 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 23 | 21 | 91.30 | 8.70 |

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 | 345 | 338 | 97.97 | 31.95 |
| Male | 184 | 180 | 97.83 | 29.44 |
| Female | 161 | 158 | 98.14 | 34.81 |
| Black or African American | 13 | 13 | 100.00 | 15.38 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 310 | 303 | 97.74 | 33.33 |
| White | 15 | 15 | 100.00 | 13.33 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 296 | 291 | 98.31 | 30.24 |
| English Learners | 123 | 121 | 98.37 | 32.23 |
| Students with Disabilities | 66 | 65 | 98.48 | 3.08 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 24 | 22 | 91.67 | 8.33 |

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)
Parents/Guardians and the community are very supportive of the educational program at Garcia Elementary School. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, attending parent/guardian education workshops, and joining school committees and councils.

The school benefits from an extremely active Parent Teacher Association (PTA). The PTA sponsors numerous fundraisers, awards programs, activities, and field trips.

Garcia Elementary School receives support and donations from numerous community partners including, but not limited to: Hometown Buffett, Chase, Box Tops, Southern California Edison, McDonald's, WalMart, Bakers, and In-N-Out.

### State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

### School Safety Plan
The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2018; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and Intruder on campus are held monthly.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 1.1 | 1.7 | 1.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 6.3 | 4.3 | 4.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.1 |

| 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* | .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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |
| Other | |

\*　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 | 11 | 9 | | | 13 | 8 | | | 11 | 8 | | |
| 1 | 25 | 1 | 3 | | 26 | | 4 | | 28 | | 4 | |
| 2 | 18 | 2 | 3 | | 24 | | 4 | | 21 | 1 | 4 | |
| 3 | 20 | 1 | 5 | | 15 | 3 | 3 | | 18 | 6 | | |
| 4 | 24 | 1 | 4 | | 23 | 2 | 4 | | 19 | 2 | 3 | |
| 5 | 28 | 1 | | 4 | 21 | 2 | 4 | | 28 | 1 | 4 | |
| Other** | | | | | | | | | | | | |

*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** | | | |

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through "Buy Back Days" has not been available for the past four years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

## FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $49,583 | $48,612 |
| **Mid-Range Teacher Salary** | $79,375 | $74,676 |
| **Highest Teacher Salary** | $102,491 | $99,791 |
| **Average Principal Salary (ES)** | $117,136 | $125,830 |
| **Average Principal Salary (MS)** | $126,086 | $131,167 |
| **Average Principal Salary (HS)** | $131,678 | $144,822 |
| **Superintendent Salary** | $245,000 | $275,796 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 34% | 34% |
| **Administrative Salaries** | 4% | 5% |

* 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** | $7,485.66 | $1,005.17 | $6,480.49 | $86,643.68 |
| **District** | N/A | N/A | | $84,038.00 |
| **State** | N/A | N/A | $7,506.64 | $82,403.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | 0.0 | 2.8 |
| **School Site/ State** | -9.5 | 7.0 |

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**

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

## 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.