School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lena M. Preston Elementary School	36-67850-6036685	May 10, 2022	May 18, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Currently each Rialto Unified School Plan meets all ESSA requirements as they have been embedded in the current template and are part of our process. For example, Preston Elementary School completed a systematic needs assessment and based on the analysis of that data, included evidence-based actions under each strategy. In addition, each school - including Preston Elementary School - has included the three main goals from the district's LCAP - in the areas of student academic achievement, conditions for learning, and engagement for parents and students - thus ensuring a tight alignment to the district's LCAP.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At the end of the 2021-22 academic school year, Preston Elementary administered one survey by posting a link on the school website. The results of the surveys were discussed and analyzed with the primary goal of ensuring all students achieve levels of proficiency and master their individual goals. This survey was also a part of our parent involvement efforts to seek parent input in school site decisions, to promote parent participation in programs, and collaboration together to work for the good and benefit of our students. Copies of all of the surveys mentioned below can be found in the Appendices.

The survey that Preston Elementary used previously, during the 2021-2022 school year was the Fall 2020 Family Title I Survey, which had more participation. This survey was comprised of 22 questions ranging from topics of school environment, parent involvement, and academic achievement with the purpose to identify the ways in which to help parents learn, understand, and come together with the school to improve all structures that support students, to improve student achievement, as well as the educational experience of every student at Preston. In addition, the results of this annual survey were shared with the Student Site Council (SSC) and English Learner Advisory Committee (ELAC) during the 2021-2022 membership meetings and then used in collaboration with parent groups (SSC, ELAC, Leadership) to assist in the development of Title I programs and the Single Plan for Student Achievement.

The Title I Parent Survey shared many positive findings:
1) 99% of parents feel welcomed at Preston.
2) 97% of parents feel welcomed when they call Preston
3) 95% of parents feel welcome when they attend a virtual meeting (Google Meet or Zoom)
4) 95% of parents feel Preston encourages them to be an active partner with the school in educating their child.
5) 94% of parents know they can reach their child's classroom teacher(s) to discuss their child

Our goal is to increase the number of parents informed on how they can get involved in school planning/committees, parent activities, the volunteer work they can do, and the school's services that Special Education students receive. The Rialto Unified School District (RUSD) follows the CDC guidelines and Preston Elementary will adjust parent activities accordingly. Research has shown that parental Involvement during pandemic times has been challenging and it has been a loss of opportunities.

Creating a Positive School Climate
Positive school climate must be a shared mission, created and sustained by students, parents, and school staff, and supported by the community. Efforts to improve school climate must be an integral part of school improvement plans in order to have a positive and sustainable effect. Too often, fragmented solutions are implemented, marginalized in the school, and improvements are short-lived. In order to achieve meaningful and sustainable improvements, schools must have a clear sense of their vision and goals. Schools also need to understand the barriers to learning that their students experience beyond the school and address those barriers before students can achieve and thrive. We want to continue to decrease the number of office referrals.

Surveying students, teachers, and school staff is the first step in creating a positive school climate. Survey results can provide schools with information about how each group of individuals perceives conditions for learning. Such information can then be used to design prevention and intervention programs specific to the needs of the school community.

Preston uses PBIS Rewards as one way to recognize and reward students for following school rules and also providing parents and staff feedback on behavior. Caught Being Good slips and Paw-some Panther recognitions are given out to students who exhibit our three school-wide expectations being respectful, responsible, and safe. We will award more points and emphasize the importance of being safe. We also hold Parent Data Days where parents are invited to attend class with their child to go over data, set goals, and incorporate a plan as to how to help their child achieve their goals. Parents will then meet with administration to discuss the importance of goal setting, monitoring progress as the school year continues, and ways parents can support their child's education and success at school. This might be held virtually according to the CDC guidelines.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations are conducted weekly. District administration conducts informal classroom observations several times throughout the year as well. Formal observations are conducted at a minimum of 2 times a year for teachers that are on the evaluation cycle. Informal and formal observations provide evidence that Preston Elementary teachers are providing lessons and activities that are aligned with the California Common Core State Standards, and Strategic AVID strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At the beginning of the year, staff analyzes student performance on state assessment measures, district benchmarks, and grade level formative assessments. Student intervention is based on performance on the state testing, district, and site-level common formative assessments Site assessments are directly tied to the California Common Core State Standards, and during the pandemic, iReady data was used. At the end of each trimester, students are given specific grade level district assessments, based on state standards, that determine areas of proficiency as well as deficiency. Students are also given performance tasks each trimester in language arts and math. Staff meetings and professional development are held frequently to analyze data and adjust instructional programs. Grade level teams meet weekly in Professional Learning Communities to use the results of assessments to guide instruction, as well as design and develop interventions for students on an ongoing basis.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The District has an assessment and monitoring system which includes curriculum-embedded assessments. These assessments inform teachers and principals on student progress and the effectiveness of instruction. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they provide a basis for monitoring.

Preston Elementary School utilizes iReady data to monitor, analyze, and disaggregate student achievement data generated from State and District assessments on an ongoing basis in order to modify instruction, as well s ELLevation, which will be used to progress monitor RFEPs, ELs, and students up for reclassification. This data includes ELPAC; District Performance Task Assessments in English/Language Arts and Math, iReady, Interim Cumulative Assessments, and Wonders Unit assessments. Administrators and teachers analyze disaggregated data during PLCs. The conclusions resulting from the data analysis include the following: 1) specific instructional, curricular, and skill deficiencies, 2) specific strengths and weaknesses of subgroups and individual students, and 3) the targeting of students in need of intervention.

Action Plans within the Strategic Plan are developed for the implementation of services, research-based strategies, and materials to improve the instruction and the academic achievement of ALL students. Teachers and administrators monitor student progress throughout the year for the purpose of modifying the action plans as needed. Data is also used by the classroom teacher to determine which standards to re-teach when to intervene, how to make small groups, decide ability grouping, utilize team teaching, use Universal Access, and choose mini Power Lessons. Throughout the year, parents and the community are informed of the data analysis conclusions and action plans and their input is encouraged via our School Site Council and English Learners Advisory Committee.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and administrative staff at Preston Elementary School have met the guidelines pertaining to the requirement of a highly qualified teaching staff, according to the guidelines of NCLB.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Preston Elementary Teachers are fully credentialed and highly qualified as per the requirements set forth by the No Child Left Behind Act of 2001. The training features the district adopted program and or intervention program for reading language arts. Based on the Academic Program Survey in the area of Credentialed Teachers and Professional Development Opportunity, Preston Elementary received a substantial implementation rating. Preston Elementary will provide consistent and effective professional development to address the needs of the school focused on the locally adopted ELA/ELD and math California State Standards and/or the CCSS standards-aligned core and intensive programs. At Preston school, all grade levels collaborate as a professional learning community on a continuous and frequent basis.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District personnel works with the principals and School Site Councils to ensure coherent daily educational experiences. Staff meetings, PLC meetings, and school-wide staff development days include teachers, paraprofessionals, and other school staff, to focus on school and program improvement in relation to common core state standards, 21st Century Learning instructional shifts, and the use of common formative assessments to guide instructional decisions. Staff development is also focused on strategies for instructional delivery in order to provide greater access and interaction with the curriculum. Staff Development is provided by the District's Professional Development Center in the use of standards-based textbooks and supplemental resources. Teachers register for additional staff development to deepen their content knowledge, and to develop strategies and tools to teach the Units of Study. Regular teacher observations and post conferences are held to provide instructional feedback in the areas of reinforcement and refinement and focus on the Essential Elements of Instruction. These observation conferences are utilized as an arena for individualized professional development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Through the support of the District's Professional Development Center, Preston School will provide a bridge of instructional assistance and support for teachers through the expertise of specialists and coaches knowledgeable in the locally adopted ELA/ELD, math programs, strategies, and in the California standards.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers and administration collaborate and focus on the use of curriculum embedded assessment data, and data analysis to strengthen the implementation of the adopted reading/language arts and mathematics program. Additionally, teachers utilize this opportunity to discuss effective instructional strategies, monitor the implementation of the core program, and analyze data to determine adequate progress toward mastery of the State content standards, identify instructional needs, and target students/sub-groups.
Also, Preston Elementary has increased the number of certificated staff. Preston counts with 4 Reading Specialists that work with grades 1, 2, and 3. A grade level Reading Specialist pushes into their classroom daily to support Literacy instruction and small group differentiation. Grades 4 and 5 receive support with daily Literacy instruction and small group differentiation from the Intervention (Site) Strategist.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Rialto Unified School District's Board of Education has adopted the Common Core State Standards for English Language Arts, and Mathematics, and California State Standards for History-Social Science, and Science as its core curriculum. Staff development has been provided through the district's professional development center to deepen teacher understanding of the new Common Core State Standards as well as the instructional shifts and depth of knowledge required on these standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Preston Elementary School, all teachers adhere to the required instructional minutes as directed by school bell schedule and. This includes all core curriculum, designated ELD instruction, and Physical Education minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Weekly, grade level teams collaborate to plan and analyze daily instruction for all students. to support all students, teachers take advantage of flexible grade level groups to support all students with English Language Arts intervention. During the school year, additional intervention opportunities are available for all students with after school tutoring.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The list below outlines the District's adopted texts for each subject area, aligned with the state standard.s
ELD Support- Wonders
English/Language Arts- Wonders Reading Language Arts by McGraw-Hill
History/Social Science- California Studies Weekly
Mathematics for K-5 Go Math- Houghton Mifflin Harcourt
Science- McGraw-Hill

Supplemental materials include: Footsteps 2 Brilliance (F2B), MobyMax computer program, LexiaCore 5, SIPPs, Scholastic Guided Reading, PATHS SEL Curriculum, Teacher/PLC created materials developed from the standards-aligned curriculum, Google apps including Classroom, Meet, Docs, and Slides are all designed to allow all students access to the district assessments, as well as common formative assessments and assignments as well.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Categorical funds provide supplemental services and materials to help students meet the California Standards. The school plan aligns resources to ensure that all students meet or work towards meeting the proficiency levels. Those students who are not meeting ELA proficiency levels as measured by I-Ready and LexiaCore5 assessments may receive in-school intervention with SIPPS in the area of reading, which is a Tier II reading intervention. Lexia Core 5 will also serve as a supplement to the core curriculum in the area of Language Arts. After-school tutoring will consist of tutoring by certificated and highly qualified teachers. Expenditures are aligned and dictated by the analysis of student data.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At-risk students are identified a minimum of six times every school year, using district assessment reports, progress reports, and report card data. At-risk conferences are held between the administrator, the classroom teacher, parent, and support personnel to identify resources and design programs to support and assist the struggling students, Teachers meet in grade-level teams, as well as vertical teams, in Professional Learning Communities, a minimum of twice a month to discuss students performing. Common formative assessments are developed to assess student learning, proficiency towards grade-level standards, and to correct student deficiencies. Each grade level has specified "intervention blocks" of time to provide intervention for identified at-risk students. The intervention blocks meet for at least a thirty-minute block as often as five days a week. During the intervention blocks, the classroom teachers, provide re-teaching opportunities/or remediation of grade-level concepts in the areas of Language Arts and /or mathematics. Student Intervention Teams meet regularly to address student, teacher, and parental concerns as well as to recommend intervention strategies for students who have been experiencing difficulties within the regular educational program. Strategies employed are:

Small group instruction
Intervention groups
Collaborative instruction within the classroom setting
Differentiated materials
Leveled reading materials
Additional in-class group instruction

The delivery of the core curriculum differs for these students in areas such as format, approach, or mode of instruction, including but not limited to the following:

Length of instruction- previews, review, short segments, frequent summaries, pretesting and post-testing
Small group and individual instruction-skill based, need-based, interest-based
Enrichment opportunities and study trips
Differentiated instruction and materials-graphic organizers, leveled materials, challenge assignments, and tiered instruction
Independent use of technology-computer, internet, document cameras,
SDAIE methodologies
Bi-Lingual aides for English Learners students.
Multiple modifications and additional opportunities for practice skills and content knowledge.
Instructional Site Strategist for small group intervention, coaching teachers, facilitation of lesson studies, and support during PLC data collection along with goal setting and monitoring strategies
AVID Instruction, including WICOR Strategies
Extended year - summer school
Extended day learning time - school tutoring and/or intervention and/or enrichment activities

Evidence-based educational practices to raise student achievement

Teachers are trained and are provided ongoing feedback on their implementation of the non-negotiables: Increasing student engagement, use of accountable talk, critical close reading, and mathematical practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the texts, curriculum, AVID binders, and purchased supplementary materials that are aligned with the curriculum, the following resources are utilized to support the under performing students:

- Parent volunteers to assist in small group of one-on-one interventions when it is deemed safe for students and parent volunteers to be on campus during this pandemnic.
- Intervention aid

* Rialto Public Library
- Web-based sites for remediation, enrichment, and support
- Differentiated materials designed and developed by teachers
- Differentiated materials purchased for leveled reading
- Math manipulatives

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Family and community involvement takes place at a multitude of levels, our staff believes this is critical for the academic development of our students. Parent volunteers are an integral part of our school community. They assist in a number of ways throughout the school, through clerical duties, tutoring students, assisting with study trips, and working at home on specific projects. Parent education and training programs are provided by school site staff and district personnel, in order to help parents develop skills, strategies, and techniques to support and/or improve their children's academic efforts and success. The parent involvement program helps parents develop skills to support their children's academic efforts and social development. Involvement with parents includes:

- Homework tips in Student Handbook
- Back-To-School Night

* Parent Goal Setting Meetings

- Open House
- Parent conferences
- Parent Volunteering in and out of the classroom, field trips, etc.
- Teacher newsletters
- PTA meetings
- School Site Council
- ELAC
- AVID Family Literacy Nights (Bring Your Parent to School Literacy Events)
- Parent Success Meetings
- District Sponsored training and conferences
- School Safety Meetings
- Development of the SPSA and School Safety Plan
- Trunk or Treat
- Red Ribbon Week Activities
- Read Across America Activities
- Strategic Planning Parent Meeting
- Morning Reading Models

* PBIS Rewards

The monthly calendars are sent out regularly to keep families aware of ongoing areas of study. Parent and teacher conferences are held formally in the fall, and as needed throughout the year. Weekly/daily progress reports are sent by the classroom teachers, as avenues by which parents and teachers relay important information to each other about their students. The school works constantly to build consistent and effective communication between home and school through the notices, Blackboard Parentlink automated dialing system, Consistent and effective communication between the home and school in English and/or Spanish includes:

- Teacher Newsletters
- School Web site

* Remind app

- Student handbooks
- Marquee
- PTA meetings (when deemed safe due to pandemic)
- Parent/Teacher conferences- virtual or in-person depending on district guidance
- Student Agendas
- SSC meetings
- ELAC meetings
- Blackboard Parentlink Automated dialing system
- Progress Reports home

- Administrative "Open Door" policy
- Bilingual Main Office staff and translation services

The Parent-Teacher Association (PTA), ELAC, and the School Site Council (SSC) are critical supports to school leadership.

The PTA provides planning and funds for school programs, and the School Site Council monitors curriculum implementation and the spending of categorical funds. These committees strive to maintain a high-quality learning environment for all students. Additional advisory committees also provide opportunities for parent leadership. Through the English Learner Advisory Committee, parent representatives keep the bilingual community informed of school and district policies, as well as programs. A GATE Advisory Committee links the efforts of parents and staff members towards providing the GATE program with enrichment and program enhancement. Parent and community members are consistently invited and encouraged to serve on school site committees that support the overall goals and vision for the school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) After a thorough assessment of attempted interventions and levels of academic functioning, a student may be assessed for a handicapping condition when all other interventions have proven unsuccessful. Students are enrolled in special education programs if they qualify for services under state and federal guidelines. Special Education staff is in constant contact with regular classroom teachers to monitor progress and prevent potential problems. Additional help is provided by instructional aides who assist teachers in classes where there is a high concentration of students with special needs. Instruction is provided through the following models:

- Collaborative instruction within the classroom setting,
- Small group instruction,
- One-on-one assistance as specified in the IEP,
- The use of a bilingual instructional aide to provide primary language support for English Learner students in SEI classrooms,
- Differentiated instruction and/or materials,
- Multiple modifications in curriculum, content, and assessments,
- Home-school activities.

RTI Intervention blocks of time are utilized to further reinforce reading strategies using the SIPPS reading intervention program

Fiscal support (EPC)

Categorical funds provide supplemental services and materials to help students meet the state standards. The school plan aligns human and fiscal resources to ensure that all students meet the proficiency level. Expenditures are aligned toward the achievement of the 9 EPC's and based on the analysis of student achievement data.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Preston's School Site Council read, made modifications to, and approved our plan at our May 10th SSC parent/teacher/admin meetings. Parents and staff shared ideas and items needed for purchase to address learning loss and safety. Preston's plan was previously shared with our English Language Advisory Committee (ELAC) on May 10th for feedback and to elicit additional student and school site needs. ELAC input was shared with SSC later the same day on May 10th. Teachers provided administration needs for students. Additionally, PLC provided teachers additional opportunities to collaborate on needs and share information with administration.

School Site Council Meetings:
May 6, 2022
May 10, 2022

ELAC Meetings:
May 6, 2022
May 10, 2022

Staff Meetings:
May 2, 2022
May 16, 2022

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The resource inequities identified by reviewing and analyzing student data are as follows: Level of experience, as we have some teachers in new grades or have been teaching for a couple of years. This year, we have started the year with two Bilingual Instructional Aides. EL Programs also provided support with scripts for when they called parents ensuring our ELs have school materials, and books as well as inviting them to participate in the site ELAC meetings. They will continue throughout the year to make contact with our families inviting them to our ELAC meetings as well as ensuring we are meeting their needs. Our bilingual aide(s) will continue to be placed with our non-Spanish speaking educators who have English Learners that are levels 1, 2, or 3 TK-5th grade beginning in the upper grades where the gap in language acquisition is larger. Also, a disproportionate number of our male students received major and minor office referrals as compared to female students; thus missing out on instructional time in the classroom. Also, we decreased the percentage of disproportionality of our African American students receiving referrals, however, we still have a disproportionate amount of African American students receiving referrals along with our Caucasian students. This data has been shared with our PBIS Team and staff. We started implementing PBIS Rewards, which has proven to decrease the number of office referrals at sites as well as purchasing the discipline component with Rewards so we may track data as to who, what,

where, and when incidents occur in order to direct supports where needed. We also have our Therapeutic Behavior Specialist working with students in groups to help provide students with social-emotional skills and problem-solving skills. Preston has also trained its staff on PATHS, a social-emotional learning curriculum, which will be taught to all students weekly in grades TK-5th. Teachers are also meeting in PLCs every week to analyze student data and collectively plan and monitor for student success. We also instituted Boys Council and had an RUSD resource officer work with our 4th and 5th-grade boys using the Boys Town curriculum.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	106	107
Grade 1	97	98	78
Grade 2	90	91	96
Grade3	109	87	92
Grade 4	88	105	89
Grade 5	99	90	101
Total Enrollment	593	577	563

Conclusions based on this data:

1. Preston is declining in its student enrollment.

2. Preston has a higher percentage of Hispanic/Latino students followed by African American students.

3. Preston Hispanic/Latino student group is the only one that increased in enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	141	128	112	23.8%	22.2%	19.9%
Fluent English Proficient (FEP)	84	70	54	14.2%	12.1%	9.6%
Reclassified Fluent English Proficient (RFEP)	27	5	0	15.6%	3.5%	0.0%

Conclusions based on this data:

1. Preston's percentage of English Learners is increasing, and we also have an overall decline in our student enrollment due to parents not enrolling their Kinder students at this time of the school year. We currently have 117 English Learners.

2. Preston has reclassified less students than in previous years. The ELPAC levels and qualification bands have changed as well as the test becoming digital.

3. Our students identified as Fluent English Proficient have also increased in numbers, until this last year, which means more students are coming to Preston who are already fluent English speakers and fluent in another language as well as identified on the Home Language Survey.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	107	90	91	106	0	91	106	0	96.8	99.1	0.0
Grade 4	107	88	86	107	88	0	107	88	0	100	100	0.0
Grade 5	89	101	98	89	98	0	89	98	0	100	97	0.0
All Grades	290	296	274	287	292	0	287	292	0	99	98.6	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2387.	2382.		6.59	12.26		20.88	18.87		36.26	21.70		36.26	47.17	
Grade 4	2425.	2418.		10.28	4.55		21.50	22.73		19.63	25.00		48.60	47.73	
Grade 5	2467.	2466.		3.37	12.24		24.72	20.41		41.57	29.59		30.34	37.76	
All Grades	N/A	N/A	N/A	6.97	9.93		22.30	20.55		31.71	25.34		39.02	44.18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.40	11.32		53.85	49.06		41.76	39.62	
Grade 4	8.41	11.36		50.47	42.05		41.12	46.59	
Grade 5	11.24	13.27		53.93	47.96		34.83	38.78	
All Grades	8.01	11.99		52.61	46.58		39.37	41.44	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	5.49	6.60		52.75	45.28		41.76	48.11	
Grade 4	10.28	6.82		48.60	63.64		41.12	29.55	
Grade 5	12.50	15.31		59.09	44.90		28.41	39.80	
All Grades	9.44	9.59		53.15	50.68		37.41	39.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	7.69	12.26		64.84	58.49		27.47	29.25	
Grade 4	8.41	5.68		64.49	70.45		27.10	23.86	
Grade 5	4.49	13.27		74.16	55.10		21.35	31.63	
All Grades	6.97	10.62		67.60	60.96		25.44	28.42	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	21.98	11.32		50.55	50.00		27.47	38.68	
Grade 4	16.82	5.68		49.53	50.00		33.64	44.32	
Grade 5	12.36	12.24		60.67	51.02		26.97	36.73	
All Grades	17.07	9.93		53.31	50.34		29.62	39.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

2. Reading was the claim with the highest percentage of students scoring below the standard at 48%.

3. The listening claim had the largest number of students who were at, near or above the standard at 66%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	107	90	91	106	0	91	106	0	96.8	99.1	0.0
Grade 4	106	88	86	106	88	0	106	88	0	100	100	0.0
Grade 5	89	101	98	89	98	0	89	98	0	100	97	0.0
All Grades	289	296	274	286	292	0	286	292	0	99	98.6	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2381.	2379.		0.00	4.72		17.58	18.87		40.66	24.53		41.76	51.89	
Grade 4	2421.	2417.		1.89	1.14		18.87	11.36		36.79	39.77		42.45	47.73	
Grade 5	2441.	2455.		4.49	8.16		4.49	10.20		31.46	28.57		59.55	53.06	
All Grades	N/A	N/A	N/A	2.10	4.79		13.99	13.70		36.36	30.48		47.55	51.03	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.49	10.38		48.35	33.96		46.15	55.66	
Grade 4	8.49	5.68		20.75	32.95		70.75	61.36	
Grade 5	5.62	11.22		21.35	20.41		73.03	68.37	
All Grades	6.64	9.25		29.72	29.11		63.64	61.64	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	3.30	6.60		41.76	47.17		54.95	46.23	
Grade 4	4.72	2.27		38.68	48.86		56.60	48.86	
Grade 5	4.49	10.20		39.33	35.71		56.18	54.08	
All Grades	4.20	6.51		39.86	43.84		55.94	49.66	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	1.10	8.49		56.04	41.51		42.86	50.00	
Grade 4	8.49	2.27		35.85	43.18		55.66	54.55	
Grade 5	4.49	11.22		38.20	47.96		57.30	40.82	
All Grades	4.90	7.53		43.01	44.18		52.10	48.29	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

2. Math instruction needs to reflect the depth and complexity of the CAASPP as 83% of our students in grades 3-5 in 2018-2019 did not meet the standard and our current pandemic-caused student learning loss.

3. First instruction needs to be a focus in mathematics to increase the percentage of students who can meet the standard, while reducing the percentage of students nearly or not meeting the standard and to take into account learning loss as a result of our current pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1448.0	1421.8	1420.9	1459.4	1433.3	1437.5	1421.0	1395.0	1382.4	30	31	25
1	1482.1	1462.2	*	1498.4	1484.7	*	1465.2	1439.0	*	35	25	10
2	1484.2	1475.8	1471.3	1498.1	1484.1	1489.2	1470.1	1466.9	1452.9	32	21	16
3	1502.1	1483.8	1489.5	1500.7	1483.5	1485.8	1502.9	1483.6	1492.8	27	24	18
4	1510.2	1511.2	1497.2	1509.1	1504.7	1498.8	1510.8	1517.2	1495.3	28	23	19
5	1526.2	1537.4	1494.9	1527.3	1537.7	1490.2	1524.7	1536.7	1499.0	20	18	17
All Grades										172	142	105

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.67	6.45	8.00	*	48.39	40.00	*	38.71	40.00	*	6.45	12.00	30	31	25
1	57.14	12.00	*	*	40.00	*	*	44.00	*	*	4.00	*	35	25	*
2	53.13	4.76	0.00	*	52.38	50.00	*	38.10	31.25	*	4.76	18.75	32	21	16
3	*	4.17	17.65	55.56	50.00	29.41	*	37.50	35.29	*	8.33	17.65	27	24	17
4	*	13.04	10.53	64.29	56.52	36.84	*	26.09	47.37	*	4.35	5.26	28	23	19
5	*	33.33	5.88	*	33.33	29.41	*	33.33	41.18	*	0.00	23.53	20	18	17
All Grades	41.28	11.27	8.65	37.79	47.18	35.58	15.12	36.62	37.50	*	4.93	18.27	172	142	104

Note: the Total Number of Students header spans the last three columns but the data rows show values under 17-18, 18-19, 20-21.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.00	6.45	24.00	*	51.61	40.00	*	38.71	20.00	*	3.23	16.00	30	31	25
1	82.86	36.00	*	*	52.00	*	*	8.00	*	*	4.00	*	35	25	*
2	71.88	23.81	25.00	*	57.14	50.00	*	19.05	25.00		0.00	0.00	32	21	16
3	48.15	33.33	35.29	*	41.67	29.41	*	12.50	23.53	*	12.50	11.76	27	24	17
4	50.00	34.78	21.05	42.86	47.83	57.89	*	17.39	21.05	*	0.00	0.00	28	23	19
5	75.00	44.44	11.76	*	38.89	52.94		16.67	23.53	*	0.00	11.76	20	18	17
All Grades	65.12	28.17	23.08	25.00	48.59	44.23	*	19.72	21.15	*	3.52	11.54	172	142	104

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.00	9.68	12.00	*	12.90	8.00	46.67	70.97	52.00	*	6.45	28.00	30	31	25
1	31.43	4.00	*	34.29	20.00	*	*	40.00	*	*	36.00	*	35	25	*
2	*	4.76	0.00	*	28.57	37.50	*	47.62	25.00	*	19.05	37.50	32	21	16
3	*	4.17	5.88	*	8.33	29.41	*	70.83	41.18	*	16.67	23.53	27	24	17
4	*	4.35	0.00	*	43.48	21.05	*	34.78	42.11	*	17.39	36.84	28	23	19
5	*	0.00	0.00	55.00	38.89	11.76	*	50.00	52.94	*	11.11	35.29	20	18	17
All Grades	22.67	4.93	4.81	30.23	23.94	20.19	30.81	53.52	40.38	16.28	17.61	34.62	172	142	104

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	73.33	16.13	16.00	*	80.65	76.00	*	3.23	8.00	30	31	25
1	88.57	56.00	*	*	40.00	*	*	4.00	*	35	25	*
2	62.50	28.57	18.75	37.50	66.67	81.25		4.76	0.00	32	21	16
3	*	8.33	17.65	66.67	62.50	70.59	*	29.17	11.76	27	24	17
4	*	21.74	21.05	64.29	73.91	68.42	*	4.35	10.53	28	23	19
5	*	11.11	5.88	*	77.78	70.59	*	11.11	23.53	20	18	17
All Grades	57.56	23.94	18.27	38.37	66.90	71.15	*	9.15	10.58	172	142	104

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	53.33	12.90	24.00	43.33	64.52	52.00	*	22.58	24.00	30	31	25
1	68.57	24.00	*	*	72.00	*	*	4.00	*	35	25	*
2	68.75	14.29	31.25	*	85.71	68.75		0.00	0.00	32	21	16
3	62.96	62.50	50.00	*	29.17	35.71	*	8.33	14.29	27	24	14
4	75.00	56.52	33.33	*	43.48	66.67	*	0.00	0.00	28	23	18
5	85.00	94.44	64.29		5.56	28.57	*	0.00	7.14	20	18	14
All Grades	68.02	40.85	35.05	27.33	52.11	52.58	*	7.04	12.37	172	142	97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.23	4.00	66.67	96.77	76.00		0.00	20.00	30	31	25
1	48.57	16.00	*	37.14	48.00	*	*	36.00	*	35	25	*
2	*	0.00	6.25	34.38	85.71	56.25	34.38	14.29	37.50	32	21	16
3	*	0.00	0.00	62.96	50.00	76.47	*	50.00	23.53	27	24	17
4		4.35	10.53	67.86	69.57	36.84	*	26.09	52.63	28	23	19
5	*	5.56	0.00	*	83.33	41.18	*	11.11	58.82	20	18	17
All Grades	26.16	4.93	4.81	52.33	72.54	56.73	21.51	22.54	38.46	172	142	104

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.67	35.48	32.00	60.00	38.71	24.00	*	25.81	44.00	30	31	25
1	*	8.00	*	57.14	64.00	*	*	28.00	*	35	25	*
2	*	9.52	0.00	65.63	76.19	62.50	*	14.29	37.50	32	21	16
3	*	4.17	17.65	55.56	91.67	58.82	*	4.17	23.53	27	24	17
4	39.29	8.70	5.26	57.14	82.61	78.95	*	8.70	15.79	28	23	19
5	*	11.11	0.00	55.00	77.78	64.71	*	11.11	35.29	20	18	17
All Grades	31.98	14.08	12.50	58.72	69.72	51.92	9.30	16.20	35.58	172	142	104

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our English Language Learners are in the primary grades. Currently in our 3rd Trimester of the 21-22 school year, we have 25 Kinders (prior to initials being administered), 20 1st graders, 18 second graders, 20 third graders, 16 fourth graders, and 18 fifth graders.

2. There are more 1s and 2s in the reading and written language domains who need more support. Currently during the 21-22 school year, we have 39 students who are level 1, 41 students level 2, 34 students level 3, and 2 students level 4.

3. There's a high percentage of EL students in the minimally and somewhat developed range for reading, which are close to being well developed in reading. This tells me we need to target reading since we have a large number of our EL students who are close to being at grade level.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
563	**87.7**	**19.9**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	19.9
Foster Youth	2	0.4
Homeless	41	7.3
Socioeconomically Disadvantaged	494	87.7
Students with Disabilities	57	10.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	89	15.8
American Indian or Alaska Native	2	0.4
Asian	2	0.4
Filipino	3	0.5
Hispanic	435	77.3
Two or More Races	17	3.0
Native Hawaiian or Pacific Islander	3	0.5
White	12	2.1

Conclusions based on this data:

1. Preston has a high percentage of socioeconomically disadvantaged students at 94.6 %.

2. English Learners make up a quarter of our student population at 23%.

3. Three quarters of our students are Hispanic at 78.26%.

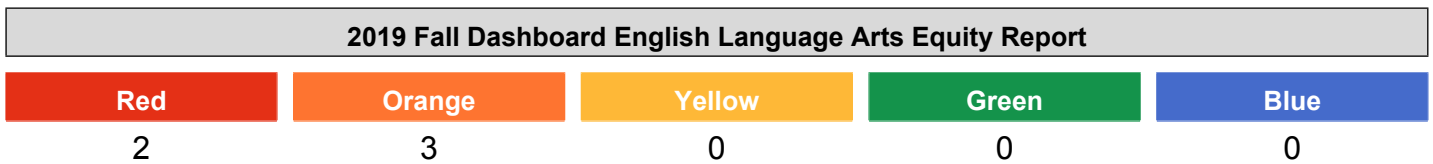# School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
    According to this data, more students continue to be chronically absent, which means they have been absent for more than 10% of their school year.

2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard
    Our CAASPP scores in ELA and Math have decreased and will cause our academic performance levels of orange to drop to red if we drop 15 points or more the following year.

    During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

We had so far 78 office referrals during this school year 2021-2022. During the 2019-2020 school year, after implementing PBIS Reward with the discipline tracking component our referrals dropped to 133 minor referrals and 62 major referrals. However, we have a disproportionate number of our male students who received referrals. A total of 87% of our referrals were male students and 13% female. A total of 113 of the 133 minor referrals were for males and 57 of the 62 major referrals were for male students.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
44.9 points below standard	48.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6 points	Declined -12.8 points	
		2
279	113	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
49.7 points below standard	47.8 points below standard	94.9 points below standard
Increased ++4.1 points	Declined -7.5 points	Declined Significantly -17.9 points
26	265	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
70.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.8 points	1	1	2
54			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
40.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.4 points	6	1	6
208			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.1 points below standard	6.5 points above standard	45.4 points below standard
Declined Significantly -21.9 points	Declined Significantly -20 points	Declined -4.6 points
61	52	159

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
All subgroups, with at least 30 students or more, decreased in academic achievement according to CAASPP data.

3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Currently, for the 2020-2021 school year we have 12 English Learners who also have IEPs. 2 students are EL level 1, 8 students level 2, and 2 students level 3.

School and Student Performance Data
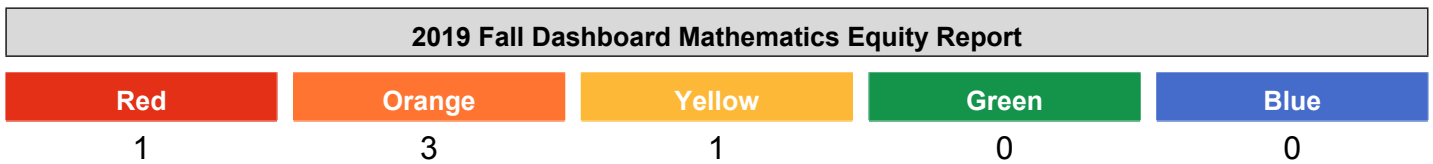
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
63.3 points below standard	63.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.6 points	Maintained -2.9 points	
279	113	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
63.8 points below standard	65.5 points below standard	108.6 points below standard
Maintained ++2.2 points	Maintained -0.1 points	Declined -11.5 points
26	265	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
81.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.7 points	1	1	2
54			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
59.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.3 points	6	1	6
208			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.1 points below standard	9.9 points below standard	65.3 points below standard
Declined Significantly -18.5 points	Maintained ++1.9 points	Maintained ++2.7 points
61	52	159

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
We are not moving our Hispanic students in their demonstration of their math skills on the CAASPP.

3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Preston's African American students had the greatest decrease in the number of points below standard in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

35.8 making progress towards English language proficiency

Number of EL Students: 106

Performance Level: Low
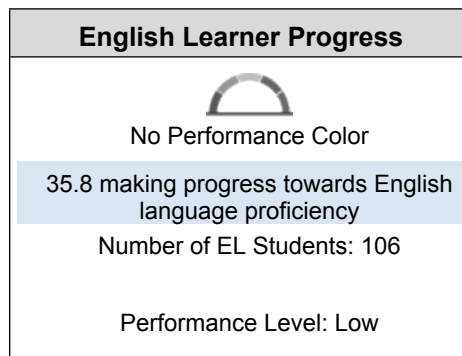
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.9	30.1	3.7	32.0

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.
   Currently, Preston has a high percentage of English Learners level 1. As of the 3rd Trimester of the 2021-2022 school year, we have 39 EL level 1s, 41 level 2s, 34 level 3s, and 2 level 4s.

2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
   About 38% of our English Learners are moderately developed English skills, level 3. Currently during the 20-21 school year 32% of our English Learners have moderately developed English skills, level 3.

3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

The majority of our students are level 4 and should be monitored and tracked closely to see why they haven't reclassified/what criteria hasn't been met for them to reclassify if they haven't already reclassified last year. This school year 20-21, we will be using ELLevation to track and monitor progress of our RFEPs and EL students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
6	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
29.4	27.1	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +12.8	Increased Significantly +13.9	10
640	177	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
38.9	30.8	26.2
Increased +10.6	Increased Significantly +13.7	Increased +5.6
54	587	65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
33.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +12.8	1	2	4
108			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
29.3	41.7	Less than 11 Students - Data Not Displayed for Privacy	7.7
Increased Significantly +13.9	Increased +20.2	5	Declined -0.6
495	12		13

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Our students with special needs have the highest rate of increase in chronic absenteeism from the previous year.

2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Preston's African American students make up only one-quarter of our student population, however, they have the highest increase in chronic absenteeism and are in the red. This means African American students are continuing to have poor attendance over the past couple of years in high numbers.

3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
Currently in the 20-21 school year with Bridge Academy, which is virtual online live instruction daily, our attendance rates have improved. We have multiple people calling and reaching out to our families to ensure they have a working device, can use the technology, and have all required textbooks.

School and Student Performance Data

Academic Engagement
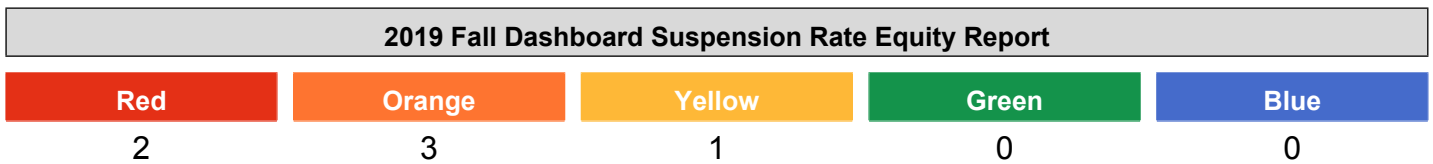## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Yellow	No Performance Color
4.3	2.1	9.1
Increased Significantly +2.7	Maintained +0.2	11
670	189	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Orange
1.8	4.3	4.5
Increased +0.3	Increased Significantly +2.5	Increased +3.1
56	610	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
10.9	Less than 11 Students - Data 1	Less than 11 Students - Data 2	Less than 11 Students - Data 4
Increased +9.4			
110			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
2.3	33.3	Less than 11 Students - Data 5	7.7
Increased +0.8	Increased +33.3		Increased +7.7
523	12		13

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	4.3

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
According to this data, the suspension rates are increasing. However, this data is from the 2018 school year and as of last year we have had less suspensions.

2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
The percentage of African American students and Hispanic students is relatively the same between 1.5-1.6% suspended, however, African American students make up a quarter of our student population and Hispanic students make up three-quarters of our student population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

PUPIL OUTCOMES

LEA/LCAP Goal

Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

Goal 1

All Preston students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century. Preston Elementary School will provide an integrated program that addresses student achievement needs and aligns with the school site's strategic plan.

During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

State Measurable Outcomes: Smarter Balanced Assessments (Our students are currently taking the CAASPP in Spring 2022)
Using the California State Dashboard data, the ELA/Literacy State Standards Academic Achievement as measured by the CAASPP for All Students will increase by 42 points.
Using the California State Dashboard data, the Mathematics State Standards Academic Achievement as measured by the CAASPP for All Students will increase by 56 points.

Local Measurable Outcome: iReady
On the iReady diagnostic assessment, Preston students will make a 15% gain in their progress level from tier 3 to tier 2 and from tier 2 to tier 1 in Reading and Mathematics from the first to the third assessment.

Footsteps2Brilliance word count 35,000,000
Lexia Time 25 minutes averaged per week

20% of our English Learners will improve one level band and 5% of our English Learners will improve 2 level bands based on ELPAC data.

Identified Need

There is an identified need for intervention in the core subjects of English and Math amongst our subgroups, including but not limited to our English Learners, which make up 23% (+117/532 students) of our student population, students with special needs which also includes African American students and English Language Learners, and our African American student population. In looking at the iReady data for 2020, the following questions were posed:

Did our school make growth in ELA and Math using i-Ready assessments in Fall 2020 and Winter of 2020?
Preston's Overall Diagnostic Growth increased by 11.6% in English Language Arts. Tier 1 change (Mid-on grade level or above) by grade level is as follows:
First grade - increase of 22%, Second grade - increase of 14%, Third grade - increase of 13%, Fourth grade - increase of 5%, & Fifth grade - increase of 4%

Preston's Overall Diagnostic Growth increased by 2.8% in Math. Tier 1 change (Mid-on grade level or above) by grade level is as follows:
First grade - increase of 5%, Second grade - increase of 6%, Third grade - increase of 1%, Fourth grade - increase of 1%, & Fifth grade - increase of 0%

Though there was an increase, not all students and not all grades increased by 15% as was last year's SPSA's goal.

Do all at-risk students, which are students performing below grade level in either language arts, math, or both, have access to interventions and additional supports as needed?
Not all students in grades 1-5 were provided Summer School last year only if they met certain criteria.
While Lexia, Moby Max, Footsteps2Brilliance, SIPPS, and other interventions were afforded to all students, not every intervention was administered to every student and at the same rate depending on their need.

What is the ethnic distribution of at-risk students across student groups?
The largest ethnic group of at-risk students is our African American subgroup, students with special needs, and English Learners.

English Learners may have tested at an overall 4 on the ELPAC test, however, for most level 4s, the other requirements for reclassification haven't been met, including writing prompt scores and report card grades. Our school and district-wide will now be using ELLevation, which provides one place to monitor and store student data that will be actionable in order to grow English Learners' language acquisition skills. Student trimester report card grades and writing prompt scores will also be updated here every trimester to better monitor and track needed student interventions and progress with the desired outcome being student reclassification prior to middle school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady data ELPAC	Fall 20-21 Diagnostic Results +452/531 students in ELA: 28% of students needing TIER 3 interventions, 42% of students needing TIER 2 interventions, and 15% TIER 1. The least amount of students are in TIER 1 for vocabulary & comprehension in literature AND informational text.	iReady: 5% gain from Tier 3 to Tier 2 and from Tier 2 to Tier 1 in reading and math from the baseline assessment to the last assessment. 20% of English Learners move up levels, like 1 to 2 or 2 to 3 and so on. 5% of English Learners move up two levels, such as 1 to 3 or 2 to 4 as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	+449/531 students in Math: 28% of students needing TIER 3 interventions, 58% of students needing TIER 2, and 10% TIER 1. The least amount of students are in TIER 1 for geometry AND measurement & data. ELPAC: Preston has 39 level 1s (Minimally developed), 41 level 2s(Somewhat developed), 34 level 3s(Moderately developed), and 2 level 4s (Well developed).	determined by the ELPAC exam.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Preston Elementary will use targeted intervention strategies and programs to decrease the number of students needing Tier 3 interventions and/or 2 or more grade levels below grade level. These include but are not AVID strategies, including SDAIE, use of graphic organizers, and visual aids, which will also be taught and practiced.

1.2 Attend and train staff on AVID workshops and ways.

1.3 Attend PD and train staff and students in CLR Culturally and Linguistically Responsive Teaching. To focus on quality, equitable, and liberating education for all students.

1.4 Lunch SEL intervention will be given through Active Education or any other program that will help our students play and build social skills through physical activities. The program will provide structured activities and a curriculum with fun and healthy activities with an emphasis on Social Emotional Learning (SEL) and Positive Behavioral Intervention Supports (PBIS).

1.5 WATCH D.O.G.S. intervention program will focus on the prevention of violence in our students' by using the positive influence of fathers and father figures by providing an unobtrusive presence in schools, and by being a positive and active role models for our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 5000-5999: Services And Other Operating Expenditures Professional Development conference and workshop fees
4536	Title I 4000-4999: Books And Supplies Organization materials for students
500	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Certificated extra duty (collaboration, AVID nights, program planning)
200	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits
500	Title I Part A: Professional Development (PI Schools) 2000-2999: Classified Personnel Salaries Classified extra duty (collaboration, AVID nights, program/event planning)
200	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Classified Personnel Benefits
500	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs for College visits
500	Title I 5000-5999: Services And Other Operating Expenditures Fees for Student College Events
25,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Site license for Elementary AVID, Active Education, WATCH D.O.G.S.
100	Title I 4000-4999: Books And Supplies

	Professional development resources for AVID

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student subgroups, including our African American students and English Learners

Strategy/Activity

2. Academic conferencing time will be provided with teachers, administrators and parents to meet regarding students who are not demonstrating adequate progress based on school data. Through this collaborative process, the team will focus on creating a student learning plan that addresses areas of need for each individual student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitute teacher cost for the release of teachers for collaboration
250	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits
100	Title I 4000-4999: Books And Supplies Materials and Supplies needed for the conference (paper for copies, folders, etc.)
100	Title I 4000-4999: Books And Supplies Costs for supplemental materials to meet the identified needs of students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including our African American students, students with special needs, and Foster/McKinney Vento students, and English Learners

Strategy/Activity

3. Alternative Support/RTI (Response to Intervention) teachers and staff will work to define and calibrate efforts among grade levels to provide support during, or after the school day depending on the needs of the students' families, for identified students who are at-risk of failing in the areas of Math, and/or Reading/ELA/ELD, as determined by school data.

3.1 A combination of teachers and/or an approved outside vendor to provide tutoring will be implemented to provide intervention. Programs will be purchased to be utilized during intervention. Targeted subgroups in need of support include:
English learners
Students in the Special Education program
Students at risk of failing in ELA or Math
African Americans
RFEPs not making adequate progress and Long Term English Learners who are in 4th and 5th grades, been in the country for 4-5 years, and are levels 1 or 2 based on the most recent ELPAC Overall Level.

3.2 Alternative support will be provided by teachers and other professionals, after school or on specific Saturdays, for students who are at risk of failure due to excessive absences.

3.3 Instructional materials, including books and learning tools, will be provided to students to use to support learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Training and/or planning and collaborations for site Intervention Teachers
4700	LCFF - Supplemental 4000-4999: Books And Supplies Books, supplies, clothes, and other necessary resources for our Foster/McKinney Vento students
100	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits
100	Title I 4000-4999: Books And Supplies Subscriptions (Reading A-Z, etc.)
21667	Title I 5800: Professional/Consulting Services And Operating Expenditures District approved provider of Alternate Support
3684	Title I Part A: Professional Development (PI Schools)

	4000-4999: Books And Supplies Books and insructional resources and learning tools to provide access to learning via students' home learning environments
100	Title I 4000-4999: Books And Supplies Alternate Support supplies - paper, chart paper, classroom supplies, and resources
1000	Title I 5000-5999: Services And Other Operating Expenditures Print Shop Costs
100	Title I 4000-4999: Books And Supplies Systematic Instruction in Phonological Awareness, Phonics, and Sight Words program
5500	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Study trips for McKinney Vento & Foster students, including Garner Holt virtual study trips

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student populations

Strategy/Activity

4. Students will be provided with supplemental instructional materials, programs and experiences to support their attainment and mastery of the California State Standards, such as educational study trips related to applicable content standards and extension of the curriculum - aquariums, museums, Science Centers, Universities, plays/musicals

4.1 Support for ELA will include Lexia and Moby Max to help teachers differentiate instruction to improve student outcomes.

4.2 Support for Math will include Lexia and Moby Max to help teachers differentiate instruction to improve student outcomes.

4.3 Support for ELD, SWD, EL Scholastic Leveled Bookroom along with PD implement guided reading groups K-5 for targeted skill instruction.

4.4 Tier II intensive intervention program RISE and RISE UP curriculum and PD to address continued concerns for ELA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Supplemental materials, supplies, and paper
9000	Title I Part A: Professional Development (PI Schools) 4000-4999: Books And Supplies Rise and Rise Up curriculum including professional development
100	Title I 4000-4999: Books And Supplies Supplemental books, manipulatives and hands on activities
9000	Title I 5000-5999: Services And Other Operating Expenditures LexiaCore5 & Moby Max Lincense
1000	Title I 5000-5999: Services And Other Operating Expenditures Hands-on Experiences, study trips, and/or Admission fees
1200	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs
1000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Certificated extra duty
1000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitute coverage for teacher collaboration
240	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student subgroups

Strategy/Activity

5. As one of our actions from our strategic plan states, Preston Elementary will increase access to daily technology on-site for all students before, during, and after the instructional day. Technology and equipment is used to implement various strategies to give students access to the standards. This includes purchase of additional technology carts and/or chrome books or ipads to work toward all grades being 1:1 for instructional technology devices. This also includes document cameras, additional monitors and cords, and any other additional technology for distance learning and teaching. that allows for all students to gain access to curriculum and instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Instructional Supplies, including technology items to support distance learning
5000	Title I Part A: Professional Development (PI Schools) 4000-4999: Books And Supplies Instructional Supplies, including technology items to support distance learning

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student subgroups including African American students, English Learners, students with special needs, Gate and English Only students not making adequate progress based on iReady, chapter tests, ELPAC, CAASPP, and other informal or formal assessments

Strategy/Activity

6. To encourage teacher leadership, leadership team members and teachers will meet regularly in their PLCs to provide curricular development, review instructional materials, evaluate student performance data, and plan and develop intervention. Teachers will be encouraged to observe instructional practices of colleagues and visit other school sites to learn effective practices to improve student achievement.

6.1 PLC time will be used to create a data wall with each student current scores and information displayed to assist and drive collaboration and instruction. Teachers will collaborate with grade levels and pool student data, including iReady, which will be displayed in our staff room.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitute Teacher to provide coverage for teachers
180	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American students, English Learners, students with special needs

Strategy/Activity

7. Extended year summer school (summer interventions) will be offered to support identified students to increase student achievement.

Invitations to Extended year summer school may be based on 2nd-trimester grades, and assessments such as i-Ready, ELPAC, and CAASPP test results. Examples include:

English Learner Academy for students at Expanding or Bridging proficiency levels and Students at risk of failing English Language Arts and Math at least one grade level behind.

7.1 Tutoring will be provided for students who are below grade level in math or English Language Arts who are in one or more of the following subgroups: African American students, students with special needs, students not making adequate progress multiple years may be based on CAASPP, iReady, ELPAC, and other monitoring assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19705	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Classroom Teachers to Provide Summer School or extended day Intervention
1800	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits

785	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Training for teachers
100	Title I 4000-4999: Books And Supplies Supplies

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups including English Learners and African American students

Strategy/Activity

8. An Instructional Strategist will provide supplemental support to the ELA/ELD and Math program of instruction. The Strategist will provide or assist with student intervention, teacher coaching and professional development, parent workshops, and the analysis of student data to assist teachers in planning for instruction of students not meeting grade level standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Salary
13639	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Benefits
5419	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Extra duty for planning
100	Title I 4000-4999: Books And Supplies Additional instructional materials to support common core standards in addition to core curriculum

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

9. ELPAC assessments will be administered initially and annually to determine student language proficiency levels. The results of this assessment will be used, along with other district-determined criteria in the EL Placement Guides, to guide placement decisions for students and the level of scaffolds and supports needed for instruction at the beginning of the school year.

Preston teachers will be trained to administer the ELPAC assessment to their students.

Preston teachers will be provided with substitutes during school, to assist with administering the ELPAC assessment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development/training on the ELPAC
500	EL Supplemental 1000-1999: Certificated Personnel Salaries Substitute teacher coverage
500	EL Supplemental 3000-3999: Employee Benefits Certificated Personnel Benefits
500	EL Supplemental 5000-5999: Services And Other Operating Expenditures Parent and staff workshops on working to help support English Learners in the 21st Century
1660	EL Supplemental 4000-4999: Books And Supplies Supplemental materials (Picture cards, picture dictionaries, thesauri, manipulatives, regalia, ELPAC prep materials, EL Handbooks, leveled books, bilingual books)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners including RFEPs and Long Term English Learners

Strategy/Activity

10. Teachers will implement a school wide designated ELD program and improve implementation of the adopted Wonders Integrated ELD material. ELD teachers will be released for collaboration for ELD students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1950	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Roving Certificated Substitute Teacher
300	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Roving Certificated Substitute Teacher Benefits
6500	EL Supplemental 4000-4999: Books And Supplies Instructional materials
600	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development in English Language Development

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners including RFEPS and LTELs

Strategy/Activity

Bilingual Instructional Assistants will provide support to students not with bilingual teachers beginning in Kindergarten-5th grades where the gap in language acquisition is greater, who are levels 1-4 including our newcomers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I Part A: Professional Development (PI Schools) 2000-2999: Classified Personnel Salaries Classified extra duty to work with English Learners in language aquisition

850	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Classified personnel benefits

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American students

Strategy/Activity

4th-5th grade males will take part in Boy's Council to build leadership skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I None Specified

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers will be provided weekly opportunities to collaborate with one another, our instructional strategist, admin., students, and parents to analyze data, plan for interventions, which will include a

weekly RTI block of time, to plan for and monitor student progress toward goals set by the teacher and students and communicated with all stakeholders. Administration will conduct weekly walk-throughs to monitor progress of the instructional program including but not limited to initial instruction, school climate, English Learner progress, discipline referral data/time out of class for students, and parent participation in school events including Parent Goal Setting and Monitoring school events. In-house coaching and PLC coaching connections will be utilized RISE. RISE will be used to target those who need Tier 2 intervention, our Instructional Strategist will target students who need Tier 3 interventions, and all teachers will be trained and utilize Scholastic Guided Reading Groups to help improve students' reading comprehension.
Due to the pandemic (COVID-19) training, workshops and conferences might be virtual.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We decreased the number of office referrals in order to increase the amount of time administration is in classrooms supporting and monitoring instruction. This allows students who have received many referrals to be in class to receive first instruction. We now need to decrease the disproportionate number of African American and Caucasian students who receive referrals. In 2020-2021 during our implementation of PBIS Rewards with the added discipline component beginning in October of 2019, our African American students made up 18% of our student population. Yet, they received 26% of the referrals. Our Caucasian students made up 2% of our student population but 7% of the referrals. 77% of our student population was Hispanic/Latino and had 62% of the referrals. Our instructional strategist, along with administration, will support with designated ELD monitoring of instruction referring to the grade level ELD Schedule, as well as administration monitoring instructional strategies taught throughout the instructional day to support various learners, including but not limited to our African American students, students with special needs, and English Learners.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will be provided professional development in online technologies to assist in in-person instruction. RISE and guided reading programs are added interventions in order to address learning loss from Spring to Fall of 2021 due to the pandemic and distance learning as well as to decrease the learning gap. Trauma-informed professional development training, webinars, and other resources will be provided to our staff and community. Students will also experience support through our PATHS online social-emotional learning curriculum. Our therapeutic behavior specialist will also work with individual or small groups of students if parent-approved. The therapeutic behavior specialist will also work with teachers to provide strategies to best support our students during our current climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learning Support

LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 2

Preston Elementary will ensure all students are provided with access and opportunities for increased achievement as supported by professional learning communities focused on building and improving instructional practices.

During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

State Measurable Outcomes: Smarter Balanced Assessments
Using the California State Dashboard data, the ELA/Literacy State Standards Academic Achievement as measured by the CAASPP for All Students will increase by 42 points.
Using the California State Dashboard data, the Mathematics State Standards Academic Achievement as measured by the CAASPP for All Students will increase by 56 points.

Local Measurable Outcome: iReady
On the iReady diagnostic growth report, students will make a 15% gain in their progress level from tier 3 to tier 2 and from tier 2 to tier 1 in both Reading and Mathematics from the first to the third assessment.

Local Measurable Outcome: Footsteps2Brilliance
Using Footsteps2Brilliance Word Count, K-3 students will reach the 35,000,000 word count goal by the end of the 21-22 school year.

Local Measurable Outcome: Professional Development Completion Rate
100% of certificated staff will attend professional development opportunities to improve instructional practices in self-identified areas of improvement in core content during the 21-22 school year.

Identified Need

Teachers consistently given time to collaborate using student data and measurable outcomes to identify student needs, create a plan for interventions, and monitor progress. Teachers will be provided necessary materials in order to meet student needs, including but not limited to AVID strategies and materials, lesson studies, instructional strategist support and coaching, and administration support including walk throughs virtually and/or in person.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady data ELPAC	Fall 20-21 Diagnostic Results +452/531 students in ELA: 28% of students needing TIER 3 interventions, 42% of students needing TIER 2 interventions, and 15% TIER 1. The least amount of students are in TIER 1 for vocabulary & comprehension in literature AND informational text. +449/531 students in Math: 28% of students needing TIER 3 interventions, 58% of students needing TIER 2, and 10% TIER 1. The least amount of students are in TIER 1 for geometry AND measurement & data. ELPAC: Preston has 39 level 1s (Minimally developed), 41 level 2s(Somewhat developed), 34 level 3s(Moderately developed), and 2 level 4s (Well developed).	iReady: 5% gain from Tier 3 to Tier 2 and from Tier 2 to Tier 1 in reading and math from the baseline assessment to the last assessment. 20% of English Learners move up levels, like 1 to 2 or 2 to 3 and so on. 5% of English Learners move up two levels, such as 1 to 3 or 2 to 4 as determined by the Summative ELPAC exam.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.0 AVID workshops

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Off-site conference registration or onsite training fees
500	Title I 5000-5999: Services And Other Operating Expenditures Hotel fees for conference stays and/or professional development fees, and transportation costs for conferences if available
100	Title I 4000-4999: Books And Supplies Professional Development materials and resources
1000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitute cost to attend training
275	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, students with special needs, and our African American students

Strategy/Activity

2. Teachers will be given opportunities to visit schools/teachers in-person and/or virtually with effective programs/use of strategies that meet the needs of African Americans, English Learners, Special Education students, students at risk of failing in ELA/Math, in order to increase academic achievement in the areas of Reading/ELA, math, GATE, and AVID. Information will be shared through staff development meetings, either administration-led or teacher-led.

2.1 Enrichment activities will be provided to students to increase engagement due to the Covid-19 pandemic.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

2500	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitutes to cover classroom teachers
500	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Personnel Benefits
100	Title I 4000-4999: Books And Supplies Materials and resources
200	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs for travel
2000	Title I Part A: Professional Development (PI Schools) 5000-5999: Services And Other Operating Expenditures In-person and/or Virtual learning enrichment opportunities to support and increase student engagement
5000	Title I Part A: Professional Development (PI Schools) 4000-4999: Books And Supplies Arts and sports online actitivites

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students at least one grade level below standard in English Language Arts and/or math, socioeconomically disadvantaged students, African American students, GATE and students with special needs

Strategy/Activity

3. Teachers and administrators will attend and/or provide within or outside of district, including but not limited to AVID conferences, Lead Well: Equity and Excellence Conference, GoodTeaching Conference, ongoing and systemic professional development, and vertical articulation tied to increasing the academic achievement in Reading/ELA for example through Guided Reading training, Accountable Talk, etc. This will also include professional development for the subgroups of Special Education students, African Americans, GATE, SES, and students at risk of failing. Information learned will be shared through staff development meetings.

3.1 Teachers and administrators will attend and/or provide within or outside of district, ongoing and systemic professional development and vertical articulation tied to increasing the academic achievement in ELD, for example, SIOP, EL Shadowing, ELPAC training/ level requirements, etc. This will also include professional development for the subgroups of Students With Special Needs,

and African Americans, GATE, and SES, and students at risk of failing. Information learned will be shared through staff development meetings.

3.2 Teachers and administrators will attend and/or provide within or outside of district, ongoing and systemic professional development and vertical articulation tied to increasing the academic achievement in Math, such as Number talks, CGI, Common Core Strategies/Strand, etc. This will also include professional development for the subgroups of Special Education students, and African Americans, GATE, and SES, and students at risk of failing. Information learned will be shared through staff development meetings.

3.3 Teachers and administrators will attend and/or provide within or outside of district, ongoing and systemic professional development and vertical articulation tied to increasing the academic achievement in CAASPP requirements, testing procedures, and testing success offered within and outside of the District. This will also include professional development for the subgroups of Special Education students, African Americans, GATE, SES, and students at risk of failing. Information learned will be shared through staff development meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1120	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitutes to cover classroom teachers
360	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Personnel Benefits
100	Title I 4000-4999: Books And Supplies Materials and resources
6775	Special Education 4000-4999: Books And Supplies Materials and resources
1175	Special Education 1000-1999: Certificated Personnel Salaries Professional Development
200	Special Education 3000-3999: Employee Benefits Personnel Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.0 SEL PATHS curriculum continued
"I see me" wall/ bulletin board with posters and information about successful people of all aspects of life in Science, Math/Engineering, Writing/Literature, Humanitarians, etc.

4.1 Professional development resources will be purchased and made available to teachers and other staff members to learn new instructional and student engagement strategies, including increasing student engagement via distance learning and Project-Based Learning in person. The following is a list of examples: books, videos, subscriptions, online resources. Student focus areas: Social/Emotional Curriculum: PATHS, effects of stress and trauma on the brain, equity versus equality, gender biases, & conflict management/resolution

Other possible student focus areas: English Learners, students in Special Education, Science Technology Engineering Math, Gifted and Talented Education, Advancement Via Individual Determination, Sheltered Instruction Observation Protocol, Lesson Study, Student engagement, students at risk, closing the achievement gap/ addressing learning loss.

4.2 PD and assemblies for staff and students to address and collaborate social systems of racism and educational inequality, to examine and alter our basis' within the classroom and school.

4.3 Attend PD and train staff and students in CLR Culturally and Linguistically Responsive Teaching. To focus on quality, equitable, and liberating education for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Supplemental professional development materials
14000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development
2030	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitutes to cover classroom teachers

460	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5. In an effort to increase 21st Century technology skills, staff will be given the opportunity to attend technology based conferences and symposiums such as but not limited to, CUE Conference, Google summit, STEAM symposium, LEGO Robotics, etc. 5.1 Teachers will implement technology in their classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Off-site conference registration or onsite training fees
600	Title I 5000-5999: Services And Other Operating Expenditures Hotel fees for conference stays transportation costs for conferences
100	Title I 4000-4999: Books And Supplies Professional development materials and resources
1500	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitute cost to attend training
450	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

6. Leadership team members and teachers will observe instructional practices of colleagues, visit other school sites to learn effective practices to improve student achievement, and/or coach colleagues. Teachers will meet regularly in their PLCs to provide curricular development, review instructional materials, evaluate student performance data, and plan and develop intervention.

RSP teachers will collaborate in PLCs with teachers on campus, as well as other district RSP teachers, to plan instructional opportunities and other instructional needs for their students

Special Education teachers will collaborate with General Education teachers on a monthly basis to ensure that Students with Special Needs succeed in the least restrictive environment and maintain an up-to-date schedule of each student's minutes of SAI as listed in their IEP.

6.1 As one of the actions in Preston's Strategic Plan, Preston will increase teacher collaboration during the instructional day in grade level Professional Learning Communities (PLCs) to analyze current data, monitor student progress, and share best practices and evidence-based strategies to improve instruction and increase student achievement.

Teachers in grades above and below will also meet in vertical articulations and collaboration.

Lesson plans will be developed that include strategies for students at risk of not meeting standards. Teachers will present best practices to each other. Subgroups that will be discussed on every agenda are :

English Learners
Students in the Special Education Program
African American
Students at Risk of failing ELA/math
GATE

Data that will be monitored includes:
CAASPP - yearly
Illuminate - monthly
iReady- trimester
Reclassification- trimester
D/F rates- trimester
Attendance rates- trimester

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Supplemental instructional materials needed to access standards identified in PLC's.
100	Title I 4000-4999: Books And Supplies Paper and copies, if needed

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

7. Preston will monitor the school environment and implement systems of student recognition and supports to reduce the referral and suspension rates while increasing positive behaviors on campus.

Students will receive incentives for displaying positive behaviors on campus, in the cafeteria, during lunch, and on the way home from school as well as in the virtual environment. Students will also receive incentives for their academic accomplishments and behaviors, including a Check-In /Check-Out system of Tier 2 intervention for identified students. Incentives/rewards which may include, but are not limited to:
Caught being good/3 cheers award
PBIS Rewards Student Store
T-shirts, medals, pins,
Golden Plate Award
Trimester PBIS peer-voted awards
Student of the Month
Wheel of Good Fortune

7.1 Staff will be trained in PBIS Rewards, including Boot Camps, to support the site in further implementing our PBIS Rewards System.

7.2 Students and staff will participate in public recognition assemblies for positive behaviors, perfect attendance, leadership qualities, and PBIS behaviors, like being safe, respectful, and responsible.

7.3 Staff will participate in Tiered Fidelity Inventory (TFI) Walkthroughs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I

	4000-4999: Books And Supplies Materials and resources, visitor passes
1500	Title I 4000-4999: Books And Supplies Awards and student incentives
400	Title I 5000-5999: Services And Other Operating Expenditures Printing costs, posters, awards, signage for hallways and campus, etc
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Student Assemblies - virtual or in-person
500	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to analyze site referral data and planning time for PBIS committee, which may include substitue coverage for teachers to visit other school sites.
200	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits
155	Title I Part A: Professional Development (PI Schools) 2000-2999: Classified Personnel Salaries Extra duty pay for classified staff members to plan for/discuss PBIS school site implementation, referrals, etc.
52	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Classified Personnel Benefits
500	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitute coverage for teachers and classified staff to attend PBIS Rewards Bootcamp training
1500	Title I 5000-5999: Services And Other Operating Expenditures Cost to attend PBIS Rewards Bootcamp trainings

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL student groups

Strategy/Activity

8. As part of our School Site Strategic Plan, we will provide reflective learning opportunities for all students in a variety of ways to include:
*Academic Performance Reviews for students
and Parents (Bring Your Parents to School
Events)
*Academic Peer Reflections (PBIS voting on
awards, etc.)
*AVID Instructional workshops
*PBIS Reflective workshops
*School to Home Communications

8.1 Purchase and implement the PBIS data tracking system PBIS Rewards with discipline tracking system to monitor current referral data, suspensions/expulsions, look for trends in location, types of behavior, as well as motivations in a concerted effort to minimize and improve student behavior, increase time on task and in class, as well as to address the disproportionate number of referrals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Supplies needed for reflections
100	Title I 4000-4999: Books And Supplies Printing services - copies, etc.
2000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Certificated Collaboration and Planning time
406	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Certificated Personnel Benefits
500	Title I Part A: Professional Development (PI Schools) 2000-2999: Classified Personnel Salaries Classified extra duty hours

200	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Classified Personnel Benefits
1150	Title I 5000-5999: Services And Other Operating Expenditures Student Behavior/Recognition System Software: PBIS Rewards
500	Title I 5000-5999: Services And Other Operating Expenditures Professional Development

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

9. A categorical projects clerk will assist with interpretation of district, state, and federal policy, regulations, program goals, and objectives pertaining to categorical programs and services that include, but are not limited to arranging meetings, translating, and assisting in monitoring records for the intervention program.

The projects clerk will also assist with the acquisition of adequate materials equipment to support the implementation of the Common Core State Standards. This includes paper and printed materials duplicated for classroom use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,500	Title I Part A: Professional Development (PI Schools) 2000-2999: Classified Personnel Salaries Salary
4000	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits benefits
300	Title I Part A: Professional Development (PI Schools) 2000-2999: Classified Personnel Salaries extra duty

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19 students were out of class missing valuable instructional minutes/Distance Learning. Preston purchased PBIS Rewards to have a consistent rewards program that will communicate progress with all stakeholders. Our SSC also approved the purchase of the discipline tracking system in conjunction with PBIS Rewards to help organize discipline data and provide constant feedback school-wide. Both new administrators were sent to AVID training/boosters in order to best help monitor the implementation of our school-wide AVID supports. Consistent time has been set aside for teachers to meet in PLCs to analyze student data, plan for interventions, and monitor progress. More educators will be attending EL Shadowing training.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Preston is implementing SEL Curriculum school-wide, putting in place Therapeutic Behavior Supports by our TBS provider earlier in one-on-one and groups supports, as well as support with teachers in their classrooms that we will see a decline in problematic behaviors; thus requiring fewer office referrals and less student time out of the classroom. In the 2020-2021 school year, we did have fewer office referrals as well as far fewer suspensions. Students were in distance learning since the Spring of 2020 and this will affect discipline as students return to campus for 2020-2021.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Preston purchased Social Emotional Learning Curriculum, which includes an online component for virtual learning. We also purchased PBIS Rewards as other schools in the district noted less office referrals with this support being implemented at the site.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ENGAGEMENT

LEA/LCAP Goal

Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

Preston Elementary will continue to develop, promote, improve, and maintain a positive, safe, and engaging learning environment focused on students and parents.

Expected Annual Measurable Outcomes:
1) The percentage of 5th Graders who have Academic Motivation will increase by 10% according to responses from the Healthy Kids Survey.
2) The percentage of parents who feel they receive information regarding the volunteer work they can do, how to get involved in school planning review committees, and school services for special ed students from the school will increase 5% according to responses from the Title I Survey.
3) The percentage of referrals will decrease by 2%.

Identified Need

Our goal is to create more parent participation in parent committees and school-wide events both during school and after school. We also want to decrease the number of major referals by 5% and minor referals by 2%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Survey Office Referrals Suspension Data per PBIS Rewards Discipline Tracking Component	51% of parents feel they don't know what is a Title I School and what are their rights. 34% of parents feel they don't know what kind of volunteer work they can do. RUSD follows CDC guidelines and due to COVID-19 parents are not allowed on campus (71 parents responded to the Spring 2022 Title I Survey) 80 PBIS office referrals data for 2021-2022 4.64 Projected Suspension Rate - In-school suspensions,	49% of parents feel they receive information regarding what a Title I School is and their rights. 49% of parents feel they receive information regarding how to get involved in school planning and volunteer work. Less office referals: 2% decrease in number of minor referals and 5% decrease in number of major referals. Decrease in number of suspensions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and/or off-campus suspensions data for 2021-2022.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Preston Elementary will include Parent Engagement Trainings, Workshops, and informational meetings to increase parent involvement and build leadership within our own community at the school site.

Possible training, workshops, and opportunities may include but not limited to:
 * Behavior Expectations Assemblies/Character development assemblies and classroom presentations
 * ELAC
 * SSC
 *Parent Volunteer On/Off-Campus
 *Morning Reading Buddies
 *School Garden
 *Safety/Emergency Preparedness opportunities
 *Red Ribbon Week
 *Fall Festival/Trunk or Treat
 *Spring Carnival
 *Bring Your Parent to School events
 *AVID Literacy Nights
 *Raising a Reader
 *Kindergarten Bootcamp
 *ParentVue
 *Parent Computer Classes and technology training
 *Bingo For Books
 *Craft Nights
 *Field Trips on Site and/or virtually
 *Virtual and/or on-campus assemblies
 *Community Movie Night
 *Lego Robotics
 *STEM activities
 *Read Across America
 *Bi-Lingual Puppet show
 *Read S'More event

- Lunch SEL intervention will be given through Active Education or any other program that will help our students play and build social skills through physical activities. The program will

provide structured activities and a curriculum with fun and healthy activities with an emphasis on Social Emotional Learning (SEL) and Positive Behavioral Intervention Supports (PBIS).

- WATCH D.O.G.S. intervention program will focus on the prevention of violence in our students' by using the positive influence of fathers and father figures by Providing an unobtrusive presence in schools, and by being positive and active role models for our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I 3000-3999: Employee Benefits Personnel benefits for school security officers during community events
1200	Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Education, classes, conferences, and training fee
600	Title I 4000-4999: Books And Supplies Light refreshments
1000	Title I 2000-2999: Classified Personnel Salaries Resource Officers needed for safety during community events
500	Title I 2000-2999: Classified Personnel Salaries Classified extra duty for translation, planning, and events
106	Title I 3000-3999: Employee Benefits Classified Personnel Benefits
1500	Title I 5000-5999: Services And Other Operating Expenditures Activities and assemblies
600	Title I 1000-1999: Certificated Personnel Salaries

	Certificated extra duty hours
150	Title I 3000-3999: Employee Benefits Certificated Personnel Benefits
0	Title I 5000-5999: Services And Other Operating Expenditures Parent and staff workshops on working to help support English Learners in the 21st Century

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Preston Elementary will involve parents and community members in planning and implementing the Single Plan for Student Achievement (SPSA), in which the ELAC reviews and makes recommendations to the SSC. The SSC continuously reviews and evaluates and annually updates the school plan to present it to the governing board for approval. Members of the SSC and ELAC are trained regarding their roles and responsibilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I 4000-4999: Books And Supplies Light refreshments
0	Title I 4000-4999: Books And Supplies Supplemental materials (Picture cards, picture dictionaries, thesauri, manipulatives, regalia, ELPAC prep materials, EL Handbooks, leveled books, bilingual books)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. As one of Prestons' strategic site actions for Tactic 3, Preston Elementary will provide additional learning opportunities inside the library, to increase community literacy and learning.

3.1 Data Days, Cookies & Cocoa with Santa, Trunk or Treat (drive by this year), Children Author Days to increase parental involvement

3.2 Technology applications and software to allow for students to access a variety of books, including eBooks, and class sets of book study collections to ensure students have tangible books and virtual book access.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries Classified extra duty hours to increase engagement within the library
160	Title I 3000-3999: Employee Benefits Classified employee benefits
100	Title I 4000-4999: Books And Supplies Resources, materials, supplies
100	Title I Part A: Professional Development (PI Schools) 4000-4999: Books And Supplies Technology applications/ software to allow for sudents to access to a variety of books, including eBooks, as well as class sets of book study collections to ensure students have tangible books and virtual book access at home, during distance learning.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4. As one of Preston's strategic site actions for Tactic 3, Preston Elementary will provide additional technology based learning opportunities to all students by the Instructional Technology Assistant inside the classroom and inside the computer lab.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 2000-2999: Classified Personnel Salaries Classified extra duty hours for planning, and before and after school to provide additional opportunities for students
250	Title I 3000-3999: Employee Benefits Classified employee benefits
100	Title I 4000-4999: Books And Supplies Resources, materials, supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5. As one of Prestons' strategic site actions for Tactic #3, Preston will provide additional enrichment opportunities for students during the school year such as STEM, foreign language, writing labs, coding-based activities, nutrition, safety/emergency preparedness, sports, and others. However, when students do come back to campus, these opportunities will be adapting to in-person learning environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty pay for planning and after school enrichment

534	Title I 3000-3999: Employee Benefits Certificated benefits
2386	Title I 4000-4999: Books And Supplies Resources, materials, supplies
9090	Title I Part A: Professional Development (PI Schools) 4000-4999: Books And Supplies Activities and opportunities to engage students in project-based learning, foreign language, coding, nutrition, safety/emergency preparedness, sports, and others.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity

6. A staff member will be trained and authorized to maintain and update the school site web page, Remind, Twitter, and Facebook.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
660	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Duty pay
215	Title I 3000-3999: Employee Benefits Certificated Personnel Benefits
500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Duty pay
195	Title I 3000-3999: Employee Benefits Classified Personnel Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

7. Parents, teachers and administrators will have additional opportunities for meetings and conferences based upon student needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Title I 2000-2999: Classified Personnel Salaries Classified extra duty for translation, planning, and events
200	Title I 3000-3999: Employee Benefits Benefits
0	Title I 2000-2999: Classified Personnel Salaries Translation services
100	Title I 4000-4999: Books And Supplies Light refreshments
100	Title I 4000-4999: Books And Supplies Parent resources
100	Title I 4000-4999: Books And Supplies Communication supplies including paper, copies, ink, clip-art, fees for school logo design

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

9.0 In order to provide students a safe school environment, when returning from distance learning and learning at the school site. It is necessary to purchase and provide materials to create a safe learning environment for our students. Creating this safe environment will ensure students have access to instruction in a safe and meaningful way.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	Title I Part A: Professional Development (PI Schools) 4000-4999: Books And Supplies Safety materials include but are not limited to three-sided plastic dividers for student desks, student face shields, signage to promote social distancing and safety protocols, retractable safety poles, and any other materials needed to prepare for and make the school campus learning environment safe for students in order to continue on-campus learning.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students are more likely to perform better when happier in school in school. Parents are more likely to be supportive of student needs and want to work with the school the more the school includes parents in decision-making opportunities, with improved informative communication, and fun and engaging activities for students and their families to participate in during and after the school day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID-19 pandemic, state law has suspended the 2020 reporting of state and local indicators. Even though the California Dashboard shows an increase in suspension data, this is based on 2018 data. Our current data using the PBIS Rewards discipline component has suspension data significantly decreased. There is however a disproportionate number of African Americans and Caucasian students' referals as well as a proponderance of males to femals to receive referals including suspensions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Preston will make every attempt to improve in informative communication with all stakeholders.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes
SCHOOL GOAL #1:
1 All students in all significant subgroups as well as ELs and special education students will improve their reading and math achievement for 2020-2021 school year. # 2 All English Learners will meet or exceed the Annual Measurable Achievement Objectives (AMAOs) for 2020-2021.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Implement Systematic Instruction in Phonological Awareness, Phonics and Sight Words (CORE/SIPPs). Intervention program for students in need of developing phonological awareness. Training grades Kindergarten through 6th Grade	July 2021 - June 2022	Education Services - Liberal Arts and Literacy/ Intervention	Supplemental reading fluency and comprehension program	5800: Professional/Consulting Services And Operating Expenditures	Title I	3,280

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in CONDITIONS FOR LEARNING
SCHOOL GOAL #2:
Preston Elementary will ensure all students are provided with access and opportunities for increased achievement as supported by professional learning opportunities focused on building and improving instructional practices.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My Learning Plan - Frontline Technologies Group - Program is used to track professional development district-wide. Program also offers digital professional development through a personalized digital platform.	July 2021 - June 2022	Education Services - Induction/ Teacher Support Services	My Learning Plan - Professional Development software	5800: Professional/Consulting Services And Operating Expenditures	Title I	919
Illuminate Education, Inc. K-12 - Program is used to house student assessment data for teacher and administrator use in disaggregating data to inform instruction.	July 2021 - June 2022	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web-based data management system	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3805

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers, administrators and support staff to implement evidence based instructional strategies. PBIS Coordinator Lead Math Strategist Lead Technology Strategist Lead English Language Arts Strategist Lead Language Development Strategist GATE/AVID TOSA	July 2021 - June 2022	Student Services Math/Science and College and Career Pathways Assessment, Research, Data Analysis and Educational Technology Liberal Arts and Literacy/Interventi on - EL Programs Department	Instructional Coaching and Professional Development Salary and Benefits Benefits	1000-1999: Certificated Personnel Salaries	Title I	13450

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ENGAGEMENT
SCHOOL GOAL #3:
Preston Elementary will create a positive, safe, and engaging learning environment that is student and parent centered.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Blackboard , Inc. - Parent Link Communication K-12 - Parent engagement tool used to inform parents about school and district events and activities.	July 2021 - June 2022	Communication Services	Contract Parent/Home Communication	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1607
Footsteps2Brilliance, Inc., 5 year agreement pre-K - 5th Grade - Web based program used to develop literacy skills and practice in English and Spanish. Program provides for parents to become in the process of developing literacy with their child.	July 2021 - June 2022	Liberal Arts and Literacy/Intervention	ContractLiteracy/ Parent and Family Engagement	5000-5999: Services And Other Operating Expenditures	Title I	17816
School Loop, Inc. K-12 - Web-based communication tool used to inform parents about school and district events and increase parental involvement and engagement. Program is also used to house teacher instructional collaboration information and as a communication tool for teachers and administrators.	July 2021 - June 2022	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web based Information Collaboration Tool	5800: Professional/Consulting Services And Operating Expenditures	Title I	529

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$180,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$315,119.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$106,509.00
Title I Part A: Professional Development (PI Schools)	$180,000.00

Subtotal of additional federal funds included for this school: $286,509.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
EL Supplemental	$10,260.00
LCFF - Supplemental	$10,200.00
Special Education	$8,150.00

Subtotal of state or local funds included for this school: $28,610.00

Total of federal, state, and/or local funds for this school: $315,119.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	106,509.00	0.00
Special Education	8,150.00	0.00
EL Supplemental	10,260.00	0.00
LCFF - Supplemental	10,200.00	0.00
Title I Part A: Professional Development (PI Schools)	180,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
EL Supplemental	10,260.00
LCFF - Supplemental	10,200.00
Special Education	8,150.00
Title I	106,509.00
Title I Part A: Professional Development (PI Schools)	180,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	82,944.00
2000-2999: Classified Personnel Salaries	27,255.00
3000-3999: Employee Benefits	27,372.00
4000-4999: Books And Supplies	83,431.00
5000-5999: Services And Other Operating Expenditures	22,150.00
5800: Professional/Consulting Services And Operating Expenditures	71,967.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EL Supplemental	500.00
3000-3999: Employee Benefits	EL Supplemental	500.00
4000-4999: Books And Supplies	EL Supplemental	8,160.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	EL Supplemental	600.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,500.00
1000-1999: Certificated Personnel Salaries	Special Education	1,175.00
3000-3999: Employee Benefits	Special Education	200.00
4000-4999: Books And Supplies	Special Education	6,775.00
1000-1999: Certificated Personnel Salaries	Title I	2,260.00
2000-2999: Classified Personnel Salaries	Title I	4,800.00
3000-3999: Employee Benefits	Title I	2,010.00
4000-4999: Books And Supplies	Title I	11,922.00
5000-5999: Services And Other Operating Expenditures	Title I	19,650.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	65,867.00
None Specified	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	79,009.00
2000-2999: Classified Personnel Salaries	Title I Part A: Professional Development (PI Schools)	22,455.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	24,662.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	51,874.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,365.00
Goal 2	77,008.00
Goal 3	44,746.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

5 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Mrs. Monica Radcliffe-Perez	Principal
Cervantes, Anna	Classroom Teacher
Jorgenson-Zwibel, Jeri	Classroom Teacher
Knapp-Croy, Dawn	Classroom Teacher
Murray, Jacob	Classroom Teacher
Thies, Gabriela	Classroom Teacher
Laura Martin	Other School Staff
Lucio Mar	Parent or Community Member
Ana Mar	Parent or Community Member
Rinkuben Patel	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
V. A.	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/22.

Attested:

3/	Principal, Monica Radcliffe-Perez on 5/10/22
2.M	SSC Chairperson, Lucio Mar on 5/10/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Preston Elementary School

SSC MEETING

SSC – 2022–2023 SCHOOL PLAN

Date: May 10, 2022   **Time:** 2:30 - 3:30 pm
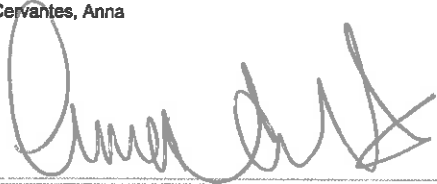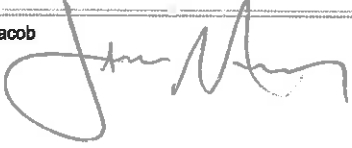
SIGN-IN SHEET

#	Name/Nombre	Phone Number/Teléfono
1.	Rajnibhai Patel	909-236-1058
2.	Rinkuben Patel	909-295-0145
3.	Rocio torres	909 5894318
4.	Johanna Salazar	909-532-4615
5.	Rudy Zelaya	951-295-9603
6.	Marilyn Major	(909)676-6597
7.	Jorge Rodriguez	(909) 543-2248
8.	David Munoz	909)961-4314
9.	Eleofas njunoz	909-2339377
10.	Beatriz Barragan	909) 279-4410
11.	Ana Tere Fuentes	323 8396348
12.	Jeri Jorgenson-zwibel	303-990-4078
13.	Lucio May	
14.	Dawn Knapp-Croy	
15.	Jacob Murray	C-3
16.	Gabriela Thies	B-5
17.	Anna Cervantes	54
18.	Ana Mar	
19.		
20.	LAURA MARTIN	(signature)
21.		
22.	MONICA RADCLIFFE-PEREZ	M.P.
23.		
24.		
25.		
26.		
27.		

SAFERESPECTFULRESPONSIBLE

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1	School Principal
5	Classroom Teachers
1	Other School Staff
3	Parent or Community Members
	Secondary Students

Mrs. Monica Radcliffe-Perez
- [x] Principal
- [ ] Classroom Teacher
- [ ] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Cervantes, Anna
- [ ] Principal
- [x] Classroom Teacher
- [ ] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Jorgenson-Zwibel, Jeri
- [ ] Principal
- [x] Classroom Teacher
- [ ] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Knapp-Croy, Dawn
- [ ] Principal
- [x] Classroom Teacher
- [ ] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Murray, Jacob
- [ ] Principal
- [x] Classroom Teacher
- [ ] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Thies, Gabriela
- [ ] Principal
- [x] Classroom Teacher
- [ ] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Laura Martin
- [ ] Principal
- [ ] Classroom Teacher
- [x] Other School Staff
- [ ] Parent or Community Member
- [ ] Secondary Student

Lucio Mar
- [ ] Principal
- [ ] Classroom Teacher
- [ ] Other School Staff
- [x] Parent or Community Member
- [ ] Secondary Student

Ana Mar

☐ Principal
☐ Classroom Teacher
☐ Other School Staff
☑ Parent or Community Member
☐ Secondary Student

Rinkuben Patel

☐ Principal
☐ Classroom Teacher
☐ Other School Staff
☑ Parent or Community Member
☐ Secondary Student

[Not Pure] 11 rows remaining.

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear V. A.	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/22

Attested:

Signature	
Clear	Principal, Monica Radcliffe-Perez on 5/10/22
Clear 2. M	SSC Chairperson, Lucio Mar on 5/10/22