

Lena M. Preston Elementary School

1750 North Willow Ave. • Rialto, CA 92376 • (909) 820-7932 • Grades P-5

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<https://preston-rialto-ca.schoolloop.com/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year

Rialto Unified School District

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

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Nancy G. O'Kelley, Vice President
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Principal's Message

The mission of Preston Elementary School is to provide a warm, friendly learning environment which includes a well-balanced, integrated curriculum that enables students to pursue academic excellence. Our staff is committed to ensuring that every student is successful. The motto embraced daily by our staff is "All students can learn and achieve at high levels". The Preston staff views parents/guardians as important participants in our academic program. We view the community as an extension to our academic team and encourage the active participation of parents/guardians in our PTA, English Learner Advisory Committee (ELAC), and School Site Council (SSC). We are committed to providing another school year of educational excellence and ensuring that every child is successful as we transition to the Common Core.

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego. Rialto Unified School District served over 25,000 students in grades kindergarten through twelve during the 2018-2019 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on one traditional calendar. Located in northern Rialto, Preston Elementary School operates on a, single-track schedule with classes starting in August and ending in June.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	117
Grade 1	98
Grade 2	111
Grade 3	91
Grade 4	103
Grade 5	91
Total Enrollment	611

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.8
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.7
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.3
White	2.0
Socioeconomically Disadvantaged	91.3
English Learners	28.3
Students with Disabilities	8.7
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Lena M. Preston Elementary School	16-17	17-18	18-19
With Full Credential	27	0	0
Without Full Credential	0	0	27
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lena M. Preston Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is January 11, 2017.

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

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades TK – 5 McGraw-Hill School Education Reading Wonders / 2016 CA Wonders Read Write Wrkshp Bg Bk V 1 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 2 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 3 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 4 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 5 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 6 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 7 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 8 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 9 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 10 (*) – Big Book – English Close Reading Companion – Consumable – English On Level - Leveled Readers (*) – Other – English Approaching - Leveled Readers (*) – Other – English Beyond - Leveled Readers (*) – Other – English ELL - Leveled Readers (*) – Other – English Grade K – Core Component(s) CA Wonders Read Write Wrkshp Bg Bk V 1 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 2 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 3 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 4 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 5 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 6 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 7 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 8 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 9 (*) – Big Book – English CA Wonders Read Write Wrkshp Bg Bk V 10 (*) – Big Book – English Close Reading Companion – Workbook – English On Level - Leveled Readers (*) – Other – English Approaching - Leveled Readers (*) – Other – English Beyond - Leveled Readers (*) – Other – English ELL - Leveled Readers (*) – Other – English Grade 1 – Core Component(s) Reading Wonders Literature Anthology Volume 1 – Anthology – English Reading Wonders Literature Anthology Volume 2 – Anthology – English Reading Wonders Literature Anthology Volume 3 – Anthology – English Reading Wonders Literature Anthology Volume 4 – Anthology – English Reading Writing Workshop Volume 1 – Textbook - Softcover – English Reading Writing Workshop Volume 2 – Textbook - Softcover – English Reading Writing Workshop Volume 3 – Textbook - Softcover – English Reading Writing Workshop Volume 4 – Textbook - Hardback – English Close Reading Companion – Consumable – English Grade 2 – Core Component(s) Reading Wonders Literature Anthology – Anthology – English Reading Writing Workshop – Textbook - Hardback – English Close Reading Companion – Workbook – English Grade 3 – Core Component(s) Reading Wonders Literature Anthology – Anthology – English Reading Writing Workshop – Textbook - Hardback – English

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Close Reading Companion — Consumable — English Grade 4 — Core Component(s) Reading Wonders Literature Anthology — Anthology — English Reading Writing Workshop — Textbook - Hardback — English Close Reading Companion — Workbook — English Grade 5 — Core Component(s) Reading Wonders Literature Anthology — Anthology — English Reading Writing Workshop — Textbook - Hardback — English Close Reading Companion — Consumable — English</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Grades TK – 5 Houghton Mifflin Harcourt School Publishers Go Math! / 2014 Grade TK — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English Grade K — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English Grade 1 — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English Grade 2 — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English Grade 3 — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English Grade 4 — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English Grade 5 — Core Component(s) CA Go Math! — Consumable — English Standards Practice Book — Consumable — English</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Grades TK – 5 Macmillan/McGraw-Hill Macmillan/McGraw-Hill California Science / 2007 Grade TK — Core Component(s) California Science Flipbook (*) — Flip Chart — English California Science Activity book — Consumable — English Grade K — Core Component(s) California Science Flipbook (*) — Flip Chart — English California Science Activity book — Consumable — English Grade 1 — Core Component(s) California Science — Textbook - Hardback — English Grade 2 — Core Component(s) California Science — Textbook - Hardback — English Grade 3 — Core Component(s) California Science — Textbook - Hardback — English Grade 4 — Core Component(s) California Science — Textbook - Hardback — English Grade 5 — Core Component(s) California Science — Textbook - Hardback — English</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>Grade TK — Core Component(s) Newsletter — Consumable — English</p> <p>Grade K — Core Component(s) Newsletter — Consumable — English</p> <p>Grade 1 — Core Component(s) Newsletter — Consumable — English</p> <p>Grade 2 — Core Component(s) Newsletter — Consumable — English</p> <p>Grade 3 — Core Component(s) Newsletter — Consumable — English</p> <p>Grade 4 — Core Component(s) Newsletter — Consumable — English</p> <p>Grade 5 — Core Component(s) Newsletter — Consumable — English</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</p>	<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Health & Wellness: 3rd Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280602-4 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 3 Adopted 5/2005 for Third Grade</p> <p>Health & Wellness: 4th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280603-2 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 4 Adopted 5/2005 for Fourth Grade</p> <p>Health & Wellness: 5th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280604-0 \$43.23 Macmillan/McGraw-Hill 2006 California Grades: 5 Adopted 5/2005 for Fifth Grade</p> <p>Health & Wellness Big Ideas Book 1st grade [Book] ISBN: 0-02-281478-7 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 1 Adopted 5/2005 for First Grade</p> <p>Health & Wellness Big Ideas Book 2nd grade [Book] ISBN: 0-02-281479-5 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 2 Adopted 5/2005 for Second Grade</p> <p>Health & Wellness Big Ideas Book Kindergarten [Book] ISBN: 0-02-280390-4 \$72.80 Macmillan/McGraw-Hill 2006 California Big Book Grades: K Adopted 5/2005 for Kindergarten</p> <p>Health & Wellness Life Skills Book 1st grade [Book] ISBN: 0-02-281482-5 \$72.80 Macmillan/McGraw-Hill 2006 California</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Grades: 1 Adopted 5/2005 for First Grade Health & Wellness Life Skills Book 2nd grade [Book] ISBN: 0-02-281483-3 \$72.80 Macmillan/McGraw-Hill 2006 California Grades: 2 Adopted 5/2005 for Second Grade Health & Wellness Life Skills Book Kindergarten [Book] ISBN: 0-02-281481-7 \$72.80 Macmillan/McGraw-Hill 2006 California Big Book Grades: K Adopted 5/2005 for Kindergarten The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Preston Elementary School, originally constructed in 1957, was thoroughly modernized in 1999. The campus is currently comprised of 22 permanent classrooms, five portable classrooms, a conference room, a cafeteria/multipurpose room, a library, a staff room, a staff lounge, and two playgrounds.

Renovations to the campus occurred in 2007 and included new tile flooring in the kitchen, new fencing at the front of the school, and re-painting of all exterior facilities. Three portables also received new carpeting and the stage was re-varnished in 2008. The chart displays the most recent facilities inspection as of August 2018. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/28/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Multi Purpose Room: Permanent furniture broken or damaged (Work order #16717)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Multi Purpose Room: Lighting covers are missing, damaged or loose (Work order #16720)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom: Soap/Sanitizer dispensers empty (Remedied 8/28/18) Girls Restroom: Stall doors or latches not functioning as designed (Work order #16718) Girls Restroom: Toilet paper dispensers empty (Remedied 8/28/18)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/28/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds: Significant cracks, trip hazards, holes or deterioration (work order #16721) Playground: Play/sports equipment is broken, damaged or deteriorating (work order #16719, #16722) Playground: Significant holes and deterioration - trip hazard (work order #16716)
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	29.0	30.0	33.0	48.0	50.0
Math	17.0	16.0	18.0	20.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.0	21.6	27.3

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	287	98.97	29.27
Male	153	151	98.69	26.49
Female	137	136	99.27	32.35
Black or African American	55	53	96.36	15.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	217	99.54	32.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	274	98.92	28.47
English Learners	121	120	99.17	29.17
Students with Disabilities	38	38	100.00	18.42
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	286	98.96	16.08
Male	153	151	98.69	18.54
Female	136	135	99.26	13.33
Black or African American	55	53	96.36	13.21
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	216	99.54	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	276	273	98.91	16.12
English Learners	120	119	99.17	17.65
Students with Disabilities	38	38	100	7.89
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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

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

Preston Elementary School also receives support and donations from various local businesses and service organizations including, but not limited to: Kiwanis Club, Hometown Buffet, Sizzler, Fizzoli's, and Mimi's Cafe.

State Priority: School Climate

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

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

School Safety Plan

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

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

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

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.5	3.5	1.6
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.5	6.3	4.3
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	.5
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	14	25	23	9				5	5			
1	22	24	25	1			3	5	4			
2	26	23	22		1		4	3	5			
3	23	27	23				4	4	4			
4	27	30	26				4	3	4			
5	34	26	30					4	3	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

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

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,583	\$47,903
Mid-Range Teacher Salary	\$79,375	\$74,481
Highest Teacher Salary	\$102,491	\$98,269
Average Principal Salary (ES)	\$116,547	\$123,495
Average Principal Salary (MS)	\$126,086	\$129,482
Average Principal Salary (HS)	\$131,678	\$142,414
Superintendent Salary	\$226,624	\$271,429
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

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

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,588.24	\$632.13	\$6,956.11	\$79,819.73
District	◆	◆		\$84,215
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	-5.4
Percent Difference: School Site/ State			-2.4	-1.2

* Cells with ◆ do not require data.

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