

**District  
Education Center**

**182 E. Walnut Avenue  
Rialto, CA 92376-3598  
(909) 820-7700**

**District Administration**

**Harold L. Cebrun, Sr.,  
PhD  
Superintendent**

**James Wallace, PhD  
Deputy Superintendent,  
Chief of Staff**

**Phil Urabe, EdD  
Interim Assistant Superintendent,  
Business Services**

**Felix Avila  
Assistant Superintendent,  
Personnel Services**

**Jasmin Valenzuela  
Assistant Superintendent,  
Educational Services**

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**www.rialto.k12.ca.us**

# **RIALTO UNIFIED SCHOOL DISTRICT**



## **2009-2010 District Accountability Report Card**

### **Superintendent's Message**

The District Accountability Report Card (DARC) is designed to provide a significant view of the academic progress and a reflection of the collective education community, which includes all stakeholders: students, parents/guardians, teachers, support staff and administrators in the Rialto Unified School District.

As indicated from the data you will view, it displays that we have made significant growth in our Academic Performance Index (API) through some of the toughest times in Public Education.

Our strong vision for excellence will continue through focusing on fostering compassionate relationships among staff, students and their families. We will also continue to refine and align our curriculum and assessment to the highest level of academic attainment.

We value and cherish the teamwork we build within our community so that one day our hardworking students graduate from high school, earn their college diploma and become productive and responsible citizens in our richly diverse community. Our job is to develop young minds and make sure they are ready to be successful in society.

On behalf of the Board of Education, it is my privilege and honor to serve as Superintendent of the Rialto Unified School District. Join me as we maintain our focus of continuing to do what is best for "all" students.

Sincerely,  
**Harold L. Cebrun, Sr., Ph.D., Superintendent**



### **District Mission Statement**

The mission of the Rialto Unified School District is to provide high levels of learning for all students and to inspire people to set goals that maximize their potential.

#### **Vision**

The Rialto Unified School District will be a leader in providing a quality education that prepares all students for their future.

### **District & Community Profile**

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley, due west of the County Seat. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego. Comprised of 18 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on both traditional and year-round schedules. The adjacent chart displays demographic data for the district.

#### **2009-2010 District Enrollment**

**Total Enrollment:** 27,170

	Number of Students	Percent of Enrollment
<b>Gender</b>		
Female	13,477	49.6%
Male	13,693	50.4%
<b>Ethnicity</b>		
African American	4,333	15.9%
American Indian or Native Alaskan	69	0.3%
Asian	284	1.0%
Filipino	127	0.5%
Hispanic or Latino	20,525	75.5%
Pacific Islander	145	0.5%
White	1,471	5.4%
"Multiple or No Response"	216	0.8%
<b>English Learners</b>		
English Learners (EL)	8,696	32.0%
Non EL	18,472	68.0%
<b>Special Education</b>		
Special Education	1,963	7.2%
Non Special Education	25,207	92.8%
<b>Free or Reduced-Price Meals</b>		
Yes	21,963	80.2%
No	5,207	19.8%

## NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. During the 2009-10 school year, 99.3% of core academic classes in the Rialto Unified School District were taught by highly qualified teachers. The chart illustrates teacher credential statuses for the District.

### Teacher Credential Status 2009-2010

	<b>Number of Teachers</b>	<b>Percent of Teachers</b>
Fully Credentialed	1,076	98.9%
University Interns	8	0.8%
Emergency Credentials	3	0.3%
Average Years Teaching	13.4	n/a
Average Years in RUSD	11.5	n/a
First-Year Teachers	13	3.0%
Second-Year Teachers	17	2.9%

Rialto Unified School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth, as well as for the benefit of the District. During the 2009-10 school year, certificated staff consisted of 1,356 employees including administrators. The chart illustrates teacher education levels in the Rialto Unified School District.

### Staff Education Levels 2009-2010

	<b>Number of Staff</b>	<b>Percent of Staff</b>
Doctorate	12	1.0%
Master's Degree +30*	617	53.0%
Master's Degree	10	0.9%
Bachelor's Degree +30*	467	40.1%
Bachelor's Degree	56	4.8%
Less than a Bachelor's Degree	3	0.2%

\* Indicates additional hours above and beyond degree.

## California Standards Test

Rialto Unified School District participates in California's mandatory Standardized Testing and Reporting (STAR) Program which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven. The California Standards Test administers exams in the subject areas of Language Arts, Mathematics, Science, and Social Science. Scores are used to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include: "Advanced" (A), "Proficient" (P), "Basic" (B), "Below Basic" (BB), and "Far Below Basic" (FBB) levels. The State target for every student is to score at the "Advanced" or "Proficient" level.

## How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the State average. In this report, the percentage of students achieving "Advanced" and "Proficient" levels is reported. Data is broken down by gender, participation in special programs, and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: <http://www.cde.ca.gov>.

### California Standards Test (CST)

Subject	District			State		
	2008	2009	2010	2008	2009	2010
English/Language Arts	32	37	40	46	50	52
Mathematics	30	33	37	43	46	48
Science	34	39	46	46	50	54
History/Social Science	19	27	29	36	41	44

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Data Sources

Data within this report was provided by Rialto Unified School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the State. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Accountability Report Card (SARC).



## Program Improvement (PI) Status Report

### Rialto Unified School District

School	PI Status	PI Placement (2010-11)	First Year of PI Implementation	Made 2010 AYP
Bemis Elementary School	In PI	Year 4	2006-07	No
Boyd Elementary School	Not in PI	n/a	n/a	Yes
Carter High School	Not in PI	n/a	n/a	No
Casey Elementary School	Not in PI	n/a	n/a	No
Curtis Elementary School	In PI	Year 4	2006-07	No
Dollahan Elementary School	In PI	Year 4	2006-07	No
Dunn Elementary School	Not in PI	n/a	n/a	No
Eisenhower High School	Not in PI	n/a	n/a	No
Fitzgerald Elementary School	Not in PI	n/a	n/a	No
Frisbie Middle School	In PI	Year 5	1998-99	No
Garcia Elementary School	Not in PI	n/a	n/a	Yes
Henry Elementary School	Not in PI	n/a	n/a	No
Hughbanks Elementary School	Not in PI	n/a	n/a	No
Jehue Middle School	In PI	Year 5	2003-04	No
Kelley Elementary School	Not in PI	n/a	n/a	No
Kolb Middle School	In PI	Year 5	2004-05	No
Kucera Middle School	In PI	Year 5	2005-06	No
Milor Continuation High School	Not in PI	n/a	n/a	Yes
Morgan Elementary School	In PI	Year 2	2007-08	Yes
Morris Elementary School	In PI	Year 4	2006-07	Yes
Myers Elementary School	Not in PI	n/a	n/a	No
Preston Elementary School	In PI	Year 5	2003-04	No
Rialto High School	Not in PI	n/a	n/a	No
Rialto Middle School	In PI	Year 5	1998-99	No
Simpson Elementary School	Not in PI	n/a	n/a	No
Trapp Elementary School	Not in PI	n/a	n/a	No
Werner Elementary	Not in PI	n/a	n/a	No
Zupanich Alternative High School	Not in PI	n/a	n/a	No

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools, within their district, that meet their AYP and the former school would be required to provide the transportation to the new site. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Results of district performance are displayed in the chart. AYP information by school site can be found in each school's annual School Accountability Report Card.

### Adequate Yearly Progress (AYP)

District		
<b>Made AYP Overall</b>	No	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes
<b>Percent Proficient</b>	No	No
<b>API School Results</b>	Yes	
<b>Graduation Rate</b>	Yes	

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

<b>National Assessment of Educational Progress</b> <b>Reading and Mathematics Results for Grades 4 &amp; 8</b> <b>By Performance Level - All Students</b>					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
<b>Reading 2007 Grade 4</b>	209	220	30	18	5
<b>Reading 2007 Grade 8</b>	251	261	41	20	2
<b>Math 2009 Grade 4</b>	232	239	41	25	5
<b>Math 2009 Grade 8</b>	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

<b>National Assessment of Educational Progress</b> <b>Reading and Mathematics Results for</b> <b>Students with Disabilities (SD) and/or English Language Learners (ELL)</b> <b>By Grades 4 &amp; 8 and Participation Rate - All Students</b>				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
<b>Reading 2007 Grade 4</b>	74	93	65	80
<b>Reading 2007 Grade 8</b>	78	92	66	77
<b>Math 2009 Grade 4</b>	79	96	84	94
<b>Math 2009 Grade 8</b>	85	96	78	92

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## District Core Values

EXCELLENCE: We strive towards excellence in our pursuit of student achievement.

ACCOUNTABILITY: We are responsible for unleashing the maximum potential of each student, recognizing that our roles are critical in their success.

DIVERSITY: We embrace and celebrate the diversity, history and collective cultures in our community.

INTEGRITY: We respect and value our relationships based on honesty and compassion, and we are transparent in our actions.

COMMUNITY: We build positive partnerships for the benefit of our students and community.

SAFETY: We provide a safe educational environment.

## Contact Information

*Parents/Guardians who wish to participate in Rialto Unified School District's committees and activities, or become a volunteer may contact the District Education Center at (909) 820-7700, or visit the District website at [www.rialto.k12.ca.us](http://www.rialto.k12.ca.us).*