

**District  
Education Center**

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**District Administration**

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

**James Wallace, Ph. D**  
Deputy Superintendent,  
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**Joseph G. Davis, Ed.D.**  
Deputy Superintendent,  
Business Services

**Anna M. Rodriguez**  
Assistant Superintendent,  
Personnel

**Gail H. Martin-Mathews**  
Assistant Superintendent  
Instructional Services

**Board of Education**

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**RIALTO UNIFIED  
SCHOOL DISTRICT**



**2008-2009 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 within our richly diverse community.

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 maximize student academic, social, and cultural development so that graduates can apply acquired knowledge and skills to live meaningful and productive lives in a democratic society.

**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.

**2008-2009 District Enrollment**

**Total Enrollment:** 27,452

	Number of Students	Percent of Enrollment
<b>Gender</b>		
Female	13,589	49.5%
Male	13,863	50.5%
<b>Ethnicity</b>		
African American	4,671	17.0%
American Indian or Native Alaskan	83	0.3%
Asian	283	1.0%
Filipino	148	0.5%
Hispanic or Latino	20,089	73.2%
Pacific Islander	165	0.6%
Caucasian	1,593	5.8%
"Multiple or No Response"	420	1.5%
<b>English Learners</b>		
English Learners (EL)	8,486	30.9%
Non EL	18,966	69.1%
<b>Special Education</b>		
Special Education	1,955	7.1%
Non Special Education	25,497	92.9%
<b>Free or Reduced-Price Meals</b>		
Yes	20,771	75.7%
No	6,681	24.3%

## 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 2008-09 school year, 96.0% 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 2008-2009

	<b>Number of Teachers</b>	<b>Percent of Teachers</b>
Fully Credentialed	1,157	96.5%
University Interns	35	2.9%
District Interns	0	0.0%
Emergency Credentials	8	0.7%
Waivers	1	0.1%
<hr/>		
Average Years Teaching	12.6	n/a
Average Years in RUSD	10.8	n/a
First-Year Teachers	27	2.3%
Second-Year Teachers	46	3.8%

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 2008-09 school year, certificated staff consisted of 1,416 employees including administrators. The chart at left illustrates teacher education levels in the Rialto Unified School District.

### Staff Education Levels 2008-2009

	<b>Number of Staff</b>	<b>Percent of Staff</b>
Doctorate	18	0.7%
Master's Degree +30*	640	45.2%
Master's Degree	101	7.1%
Bachelor's Degree +30*	548	38.7%
Bachelor's Degree	107	7.6%
Less than a Bachelor's Degree	2	0.1%

\* 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. The chart reflects scores for English/Language Arts, Mathematics, Social Science, and Science.

## 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		
	2007	2008	2009	2007	2008	2009
<b>English/Language Arts</b>	29	32	37	43	46	50
<b>Mathematics</b>	27	30	33	40	43	46
<b>Science</b>	23	34	39	38	46	50
<b>History/Social Science</b>	17	19	27	33	36	41

## Data Sources

Data within this report was provided by Rialto Unified School District, retrieved from the 2008-09 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 (2009-10)	First Year of PI Implementation	Made 2009 AYP
Bemis Elementary School	In PI	Year 3	2006-07	No
Boyd Elementary School	In PI	Year 5	2004-05	No
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 3	2006-07	No
Dollahan Elementary School	In PI	Year 3	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	Yes
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	Yes
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 4	2005-06	No
Milor Continuation High School	Not in PI	n/a	n/a	No
Morgan Elementary School	In PI	Year 2	2007-08	Yes
Morris Elementary School	In PI	Year 4	2006-07	No
Myers Elementary School	Not in PI	n/a	n/a	Yes
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	Yes
Trapp Elementary School	Not in PI	n/a	n/a	No
Zupanic 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		
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Results	Yes	
Graduation Rate	No	

## 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>					
	<b>Average Scale Score</b>		<b>% at Each Achievement Level</b>		
	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>				
	<b>Participation Rate</b>			
	<b>State</b>		<b>National</b>	
	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.

### 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).