Rialto High School

School Accountability Report Card, 2005–2006
Rialto Unified School District

An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Rialto Unified School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and Federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average high school in the County and State. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

595 South Eucalyptus Ave.
Rialto, CA 92376
Principal: Mehran Akhtarkhavari
Phone: (909) 421-7500

How to Contact Our District Education Center

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Principal's Message

The vision of Rialto High School is to empower each student with the education required to become a successful and involved member of society. Administrators, teachers, and support staff strive to model key values for students, including honesty, respectful behavior, pride, a positive work ethic, and strong community ties. It is Rialto High School's mission to provide a solid academic foundation through Smaller Learning Communities and Career Pathways, both of which ignite each student's desire for lifelong learning.

Recent school changes include the strengthening of the pathways within the Smaller Learning Communities, using Professional Learning Teams to target curriculum and instructional practices, and strengthening the focus on student achievement through an academic program centered on Rigor, Relevance, and Relationships.

Mehran Akhtarkhavari, PRINCIPAL

Grade Range and Calendar
9-12
TRADITIONAL

Academic Performance Index
644
County Average: 658
State Average: 687

Student enrollment
3,493
County Average: 1,712
State Average: 1,313

Teachers
130
County Average: 68
State Average: 56

Students per teacher
27
County Average: 25
State Average: 24

Students per computer
5
County Average: 5
State Average: 4

Major Achievements

- The school gained 24 points on the Academic Performance Index (API), the State's measure of student progress, increasing it API to 644.
- Rialto High refined the pathways within the Smaller Learning Communities' model to promote greater student engagement and focus on student achievement.
- The safety and security of the campus was improved through the development of positive relationships and use of technology.
- The use of technology in instruction was increased dramatically.
- Attendance rates improved significantly.
- There was a noticeable decline in disciplinary problems.
- Rialto High implemented a school-wide ID card policy for student identification.
- Participation in the number of Honors/Advanced Placement (AP) classes and the number of AP tests taken increased.
- The number of students passing the California High School Exit Examination (CAHSEE) increased.
- Community involvement in all aspects of the school improved.

Focus for Improvement

- The school will institute greater alignment of the curriculum with the California Content Standards.
- Regular analysis of data will guide instruction.
- Project-based learning activities will be emphasized.
- Partnerships with the community, particularly those that provide students with internship/on-the-job experience, will receive greater attention.
- The Rigor, Relevance, and Relationships Model will be our commitment and guidepost for increasing student achievement.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents/guardians and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a Statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests (CST), the California Achievement Test (CAT/6), and, for high schools, the California High School Exit Examination (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Rialto's API was 644 (out of 1000). This is an increase of 24 points compared to last year's API. About 99 percent of our students took the test, which met the State's required participation rate of 90 percent. You can find three years of detailed API results in the Appendix to this report.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**644**
Growth attained from prior year	**+24**
Met subgroup* growth targets	**No**
Underperforming school	**No**

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

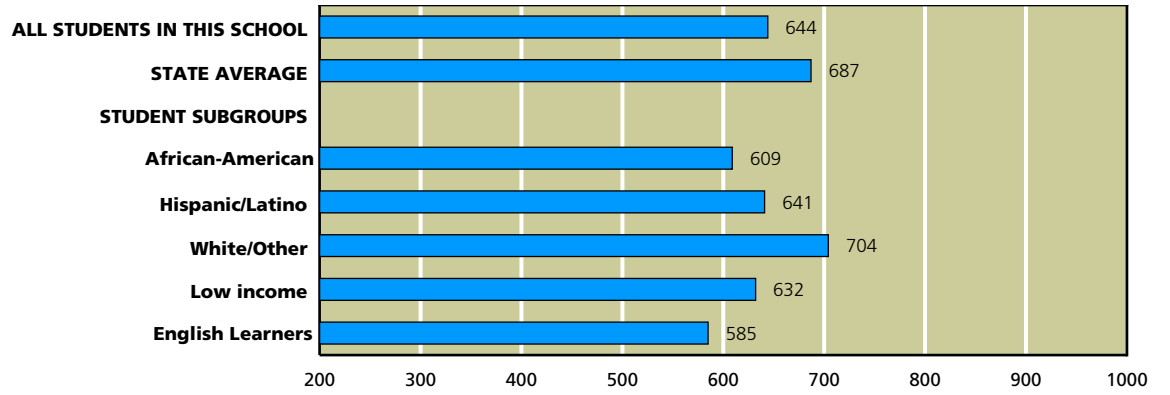
API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 620. The State ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all schools in California, our school ranked 2 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 4 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2005–2006 school year. Just for reference, 39 percent of schools Statewide met their growth targets.

API, Spring 2006



SOURCE: API based on spring 2006 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the Federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 18 out of 20 criteria for yearly progress. Because we fell short in two areas, we did not make AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Examination (CAHSEE): 22.3 percent on the English/Language Arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2005 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive Federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the District and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**No**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement School in 2006	**No**

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% PASS CAHSEE?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% PASS CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
English Learners	●	●	●	●
STUDENTS BY ETHNICITY				
African-American	●	—	●	—
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our Principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

TESTED SUBJECT	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES	2003–2004 LOW SCORES	2003–2004 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		26%		24%		22%
Average high school Percent Proficient or higher		41%		40%		37%
GEOMETRY						
Our school Percent Proficient or higher		10%		4%		6%
Average high school Percent Proficient or higher		24%		24%		22%
US HISTORY						
Our school Percent Proficient or higher		21%		22%		25%
Average high school Percent Proficient or higher		38%		39%		35%
BIOLOGY						
Our school Percent Proficient or higher		18%		16%		15%
Average high school Percent Proficient or higher		36%		33%		31%
SCIENCE						
Our school Percent Proficient or higher		23%	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average high school Percent Proficient or higher		35%	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2006 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Appendix to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading "on the curve." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's Standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/Language Arts test; 53 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, State officials remove their scores from the report. They omit them to protect students' privacy, as called for by Federal law.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents/guardians and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/Language Arts is the one course that summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		26%	98%	**SCHOOLWIDE AVERAGE:** About 15 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		35%	97%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		41%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

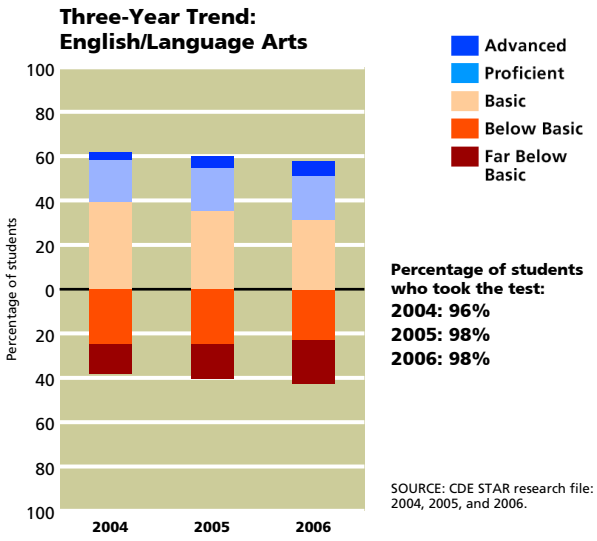
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		23%	1,257	**GENDER:** About six percent more girls than boys at our school scored Proficient or Advanced.
Girls		29%	1,214	
English proficient		33%	1,852	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students whose native language is English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		5%	617	
Low income		23%	1,576	**INCOME:** About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		31%	891	
Learning disabled		9%	190	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		27%	2,281	
African-American		21%	325	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian-American		53%	38	
Hispanic/Latino		25%	1,920	
White/Other		36%	150	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and State averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/Language Arts standards for **ninth and tenth** grades and **eleventh and twelfth** grades, visit the CDE's Web site. The standards for **all grade levels** are also available on this site.



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		3%	47%	**SCHOOLWIDE AVERAGE:** About 12 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		11%	40%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		15%	33%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		3%	653	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		4%	520	
English proficient		5%	760	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students whose native language is English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		1%	411	
Low income		3%	778	**INCOME:** About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		5%	391	
Learning disabled		0%	133	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		4%	1,040	
African-American		4%	156	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino		3%	936	
White/Other		7%	60	

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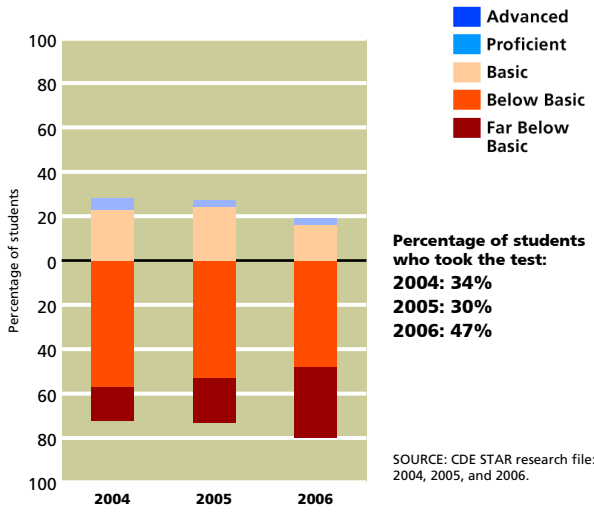
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		10%	26%	**SCHOOLWIDE AVERAGE:** About 14 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		19%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	24%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		10%	316	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		9%	342	
English proficient		11%	539	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students whose native language is English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		2%	119	
Low income		9%	392	**INCOME:** About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income		10%	266	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	19	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		9%	639	
African-American		4%	98	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino		10%	492	
White/Other		11%	44	

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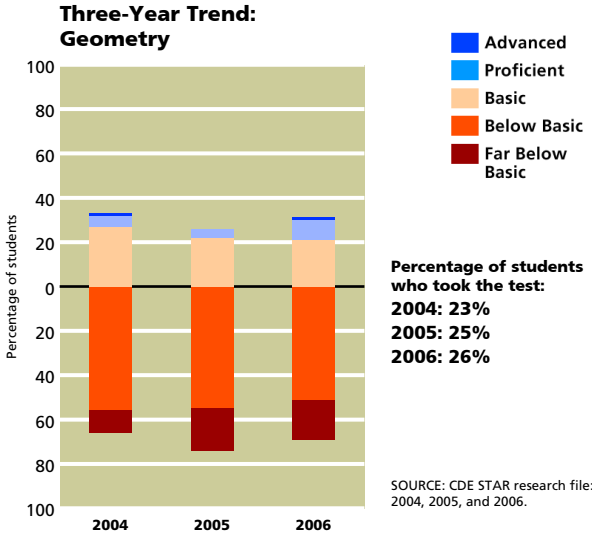
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes Geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 26 percent of our students took the Geometry Standards Test, compared to 24 percent of all high school students Statewide. To read more about the math standards for grades **eight through twelve**, as well as the California Standards for **geometry**, visit the CDE's Web site.



US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		21%	97%	**SCHOOLWIDE AVERAGE:** About 17 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		33%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		38%	94%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

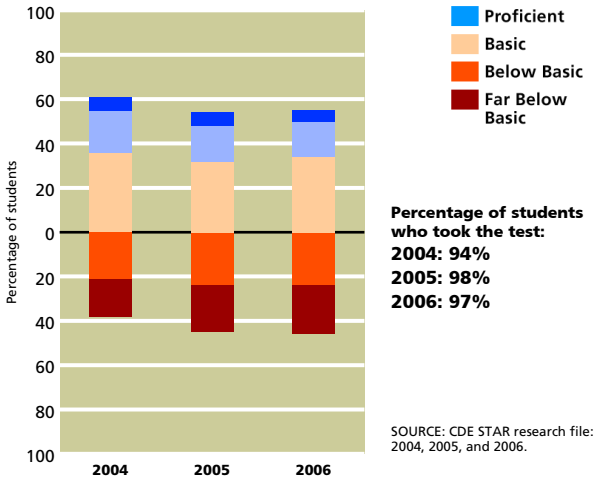
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		24%	370	**GENDER:** About eight percent more boys than girls at our school scored Proficient or Advanced.
Girls		16%	337	
English proficient		25%	555	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students whose native language is English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		3%	152	
Low income		19%	434	**INCOME:** About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		22%	273	
Learning disabled		12%	51	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		21%	656	
African-American		13%	103	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian-American	DATA STATISTICALLY UNRELIABLE	N/S	13	
Hispanic/Latino		20%	546	
White/Other		31%	35	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and State averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the history standards for **tenth**, **eleventh**, and **twelfth** grades, visit the CDE's Web site.

Three-Year Trend: US History



Percentage of students who took the test:
2004: 94%
2005: 98%
2006: 97%

SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		18%	39%	**SCHOOLWIDE AVERAGE:** About 18 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		26%	38%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		36%	35%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

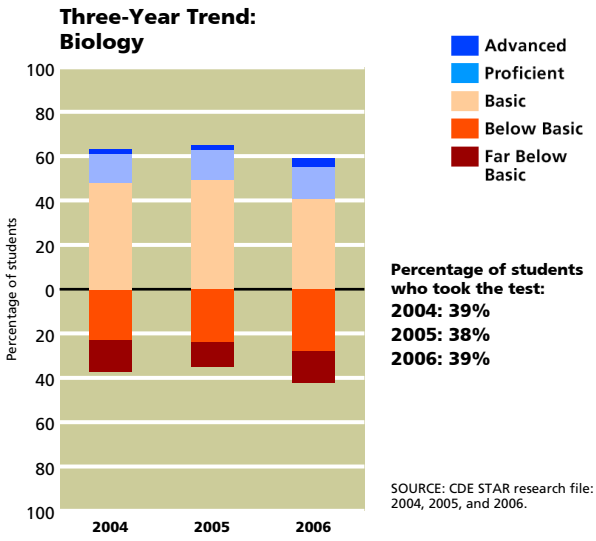
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		18%	488	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		18%	481	
English proficient		23%	720	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students whose native language is English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		1%	249	
Low income		17%	617	**INCOME:** About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		20%	350	
Learning disabled		5%	82	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		19%	887	
African-American		15%	125	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian-American	DATA STATISTICALLY UNRELIABLE	N/S	16	
Hispanic/Latino		17%	753	
White/Other		27%	63	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and State averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes Biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 39 percent of our students took the Biology Standards Test, compared to 35 percent of all high school students Statewide. To read more about the California Standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		23%	98%	**SCHOOLWIDE AVERAGE:** About 12 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		29%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		35%	94%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		23%	393	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		23%	421	
English proficient		30%	592	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students whose native language is English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		5%	222	
Low income		22%	513	**INCOME:** About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		25%	300	
Learning disabled		4%	71	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		25%	743	
African-American		20%	98	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian-American	DATA STATISTICALLY UNRELIABLE	N/S	11	
Hispanic/Latino		22%	637	
White/Other		28%	54	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and State averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the first year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have no trend data to present. Although we offer science at all grade levels, only our tenth graders' results on the California Standards Test are reported here. You can read the **tenth grade science standards** on the CDE's Web site and find more information about the standards for **chemistry**, **earth science**, and **physics**. Please note that some students taking this test may have not taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Other Measures of Student Achievement

We evaluate our students' progress using a variety of measures, including teacher-generated tests, homework assignments, special projects as well as the California High School Exit Exam (CAHSEE) and the California Standard Tests (CST). All students regularly take the computer-based StandardsMaster assessment tests in math, reading, and Language Arts, and teachers monitor the results. Students also use the computer-based Accelerated Math and Accelerated Reader programs to help identify their strengths and weaknesses. Our English Learners take the California English Language Development Test (CELDT) before the beginning of the school year to determine English proficiency. We send home report cards at the end of each quarter. Students in need of additional help also receive midquarter progress reports. Parents/Guardians can log on to our Web site to view student grades and to communicate with teachers and administrators.

PREPARATION FOR COLLEGE AND THE WORKFORCE

We encourage all students to continue their education by helping them complete the A to G courses required for eligibility for entrance in the University of California/California State University systems. Our Career and Internship Center works side by side with counselors to help students apply to college and secure financial aid. We hold a College Night regularly throughout the year when college recruiters visit our campus to advise students on choosing the right college and completing college applications. Students in the AVID and GATE programs, as well as any one else who is interested, can make multiple trips to visit colleges and universities throughout the year.

Scholastic Aptitude Test (SAT) College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	41%	34%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	421	468	495
SAT math	Average score of juniors and seniors who took the SAT math test	415	482	516
SAT writing	Average score of juniors and seniors who took the SAT writing test	426	470	495

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and State averages represent high schools only.

In the 2005–2006 academic year, 41 percent of Rialto students took the SAT, compared to 41 percent of high school students in California.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	68%	24%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	7%	5%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	10%	11%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	27%	23%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2005. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2005. County and State averages represent high schools only.

In the 2004–2005 school year, the percentage of Rialto's students taking courses required for admission to the University of California (UC) or the California State University (CSU) system was 68 percent, compared to 38 percent for students Statewide. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems.

Our **college attendance** data is limited to public colleges in California. Out of Rialto's 2005 graduating class, about 44 percent went on to enroll in some part of the California public college system, compared to 50 percent of students throughout the State. Here's the detail: seven percent of the graduating class went to UC campuses; ten percent went to CSU campuses; and 27 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. The **International Baccalaureate** (IB) Diploma Programme courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college. But students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for college credit	26%	18%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2005–2006	1.5	1.7	1.8
AP test results	Percentage of AP exams receiving scores of 3 out of 5 or higher (college credit)	29%	48%	57%

SOURCE: AP exam data provided by the College Board for the 2005–2006 school year.

Here at Rialto, 26 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors took AP exams. On average, those students took 1.5 AP exams, compared to 1.8 for students in the average high school in California.

Students who take IB courses as part of the IB Program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 13 different courses that you'll see listed in the table.

More information about the **Advanced Placement Program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	1	14
Computer Science	0	0	0
English	2	3	147
Foreign Language	2	4	118
Mathematics	2	2	67
Science	2	3	110
Social Science	4	9	294
Total	13	22	750

SOURCE: CBEDS PAIF, October 2005.

High School Completion

This table shows the percentage of seniors in the graduating class of 2006 who met our District's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation. You can learn more about the **history of the CAHSEE** on the California Department of Education (CDE) Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2006)		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
All Students	77%	79%	N/A
African-American	75%	78%	N/A
American Indian or Alaska Native	N/A	0%	N/A
Asian	62%	74%	N/A
Filipino	100%	90%	N/A
Hispanic or Latino	77%	100%	N/A
Pacific Islander	100%	91%	N/A
White (not Hispanic)	86%	86%	N/A
Socioeconomically Disadvantaged	79%	82%	N/A
English Learners	65%	66%	N/A
Learning disabled	64%	62%	N/A

SOURCE: This data comes from the school district office.

More data about **CAHSEE results for the classes of 2007 and 2008**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

Dropouts and Graduates

We closely monitor students who are struggling academically and are at risk of dropping out. We provide various opportunities to help them improve their grades, including individual tutoring. Teachers contact parents/guardians to discuss their children's academic career, and our academic counselors meet individually with students to make a plan for improving the student's experience at school. Students can be referred to an alternative high school so that they can complete their high school coursework in a nontraditional setting. Counselors closely monitor student progress to help them stay in school.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2004–2005	4%	4%	2%
2003–2004	3%	4%	2%
2002–2003	2%	4%	3%
Graduation rate (four year)			
2004–2005	89%	83%	88%
2003–2004	93%	85%	89%
2002–2003	93%	87%	89%

SOURCE: Dropout data comes from the CBEDS census of October 2005. County and State averages represent high schools only.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2004–2005 school year or a student who hasn't re-enrolled in our school for the 2005–2006 year by October 2005.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind (NCLB) Act to determine Adequate Yearly Progress (AYP) and is part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

We offer Career Pathways and Internship classes that allow students to prepare for college and gain practical knowledge and professional experience in a field of their choice. Sophomores pick a career choice based on the Smaller Learning Communities model and complete pathway requirements for their career choice. Students use internship programs to gain experience of their chosen fields.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	46%	34%	28%

SOURCE: CBEDS census, October 2005. County and State averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year.

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our District Web site. In addition to a listing of **courses and programs**, you will also find facts about the rate at which students completed these programs. Information about **career technical education** policy is available on the CDE Web site.

STUDENTS

Students' English Language Skills

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	78%	88%	85%
English Learners	22%	12%	15%

SOURCE: Language Census for school year 2005–2006. County and State averages represent high schools only.

At Rialto, 78 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the students who were still learning English in 2004–2005, five percent advanced to English proficiency.

Languages Spoken at Home by English Learners

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	96%	93%	83%
Vietnamese	1%	1%	2%
Cantonese	0%	1%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	1%	1%
Korean	0%	1%	1%
Khmer/Cambodian	1%	0%	1%
All other	2%	3%	8%

SOURCE: Language Census for school year 2005–2006. County and State averages represent high schools only.

Please note that this table describes the home languages of just the 784 students classified as English Learners. At Rialto, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

Ethnicity

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African-American	15%	11%	8%
Asian-American/ Pacific Islander	3%	5%	12%
Latino/Hispanic	75%	48%	42%
White/European-American/ Other	7%	35%	37%

SOURCE: CBEDS census of October 2005. County and State averages represent high schools only.

Most students at Rialto identify themselves as Latino/Hispanic. In fact, there are about five times as many Latino/Hispanic students as African-American students, the second-largest ethnic group at Rialto. The State of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

Family Income and Education

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	51%	37%	40%
Parents/Guardians with some college	38%	55%	58%
Parents/Guardians with college degree	15%	26%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 school year. Parents/Guardians' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and State averages represent high schools only.

The **free or reduced-price meal** subsidy goes to students whose families earned less than $35,798 a year (based on a family of four) in the 2005–2006 school year. At Rialto, 51 percent of the students qualified for this program, compared to 40 percent of students in California.

The parents/guardians of 38 percent of the students at Rialto have attended college, and 15 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 49 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Rialto varies from a low of 31 students to a high of 35. Our average class size schoolwide is 33 students. The average class size for high schools in the State is 29 students. This table shows the average class sizes of our core courses compared to those of the County and State.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	31	28	26
History	33	31	30
Math	32	30	28
Science	35	31	30

SOURCE: CBEDS census, October 2005. County and State averages represent high schools only.

Safety

The safety and security of our students and staff is a priority. Our staff members pride themselves on the relationships they build with every stakeholder of Rialto High. We believe in being proactive in keeping our school a good learning environment for all concerned. Our security staff, along with the San Bernardino Police Department, K-9 search dogs, and monitoring system, work diligently to keep our school safe. We have a disaster plan in place for any natural or manmade disaster that might occur. Every student and staff displays an ID card and visitors are given a visitor's pass at the front gate to monitor and keep our campus safe. We have a security team, including a resource officer who monitors the grounds during school hours and one hour before and after school. We also have security cameras installed throughout the school. We have a closed campus and require students to carry their school ID at all times. We hold a fire drill once each semester and a disaster drill each year. We are currently revising our Safety Plan.

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the District Education Center.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2003–2004	2004–2005	2005–2006
Drug or alcohol related	**N/A**	**0**	**17**
Crimes against people	**N/A**	**0**	**11**
Property crimes	**N/A**	**0**	**20**

SOURCE: This data comes from the school district office.

In the calendar year 2006, we reported 59 drug or alcohol incidents (17 per thousand students), 37 crimes against people (11 per thousand students), and 70 property crimes (20 per thousand students). Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

Discipline

While we have a strict discipline policy, we focus on providing students with incentives for choosing positive behavior. All of our students are given the opportunity to learn and get educated on school and District policies including the State of California Education Code. We believe in fostering student relationships and guiding students to make the right choices in their lives. We recognize and reward students not only for academic success but also for demonstrating positive behavior.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	**2005–2006**	**52**	**82**
	2004–2005	51	45
	2003–2004	0	0
Expulsions per 100 students	**2005–2006**	**1**	**1**
	2004–2005	1	2
	2003–2004	1	1

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2005–2006 school year, we had 1,826 suspension incidents. We had 46 incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

Homework is an essential part of the academic program, making up about 10 to 15 percent of a students' grade. Teachers assign homework daily in most classes. Students are expected to practice independently and use their homework to master their skills. Sometimes students are asked to work with their parents/guardians on projects. For example, some social studies assignments involve having students interview their parents/guardians on various topics. We believe that homework is an essential part of assessing student progress.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the County and State. More information about **physical fitness testing and standards** is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	47%	22%	29%
Girls in Fitness Zone	49%	19%	27%
All students in Fitness Zone	48%	21%	28%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and State averages represent high schools only.

Schedule

Our school year consists of 180 days of instruction. We have a traditional schedule in which instruction begins in late August and ends in early June. We also offer summer school sessions. Regular school days begin at 8 a.m. and end at 2:41 p.m. Some clubs and groups meet at lunch, but most clubs and sports teams meet after school. Our office hours are from 7 a.m. to 4 p.m.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	64,800	64,800
Grade 10	64,800	64,800
Grade 11	64,800	64,800
Grade 12	64,800	64,800

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Mehran Akhtarkhavari has been our Principal for two years. Mr. Akhtarkhavari has two years of experience as a Principal and nine years of experience as a teacher.

All stakeholders take part in decision making at this school. Teachers and instructors make decisions as a team and the entire staff is involved in developing staff training programs. The Leadership team, School Site Council (SSC), which includes parent/guardian members as well as teachers and administrators, and Principal's Leadership Council make and review policies on a regular basis. Our Associated Student Body (ASB) works on school activities and programs.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	25%	16%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a Master's degree or higher from a graduate school	35%	36%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a Bachelor's degree from a four-year college	65%	64%	63%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and State averages represent high schools only.

About 25 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, nine years of experience. About 65 percent of our teachers hold only a Bachelor's degree from a four-year college or university. About 35 percent have completed a Master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	86%	89%	91%
Trainee credential holders	Percentage of staff holding an internship credential	12%	8%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	5%	4%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and State averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 86 percent of the faculty at Rialto hold a full credential. This number is lower than the average for all high schools in the State. About 12 percent of the faculty at Rialto hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the State hold trainee credentials. About five percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization Statewide (just five percent). All of the faculty at Rialto hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to Federal standards in NCLB	8%	13%	15%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate credential for the course	4%	11%	11%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the appropriate credential for the course	2%	9%	10%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	14%	11%	9%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

"HIGHLY QUALIFIED" TEACHERS: The Federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a Bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a Biology class occurs, and a teacher who normally teaches English Literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About four percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 11 percent of core courses taught by such high school teachers Statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 14 percent of our teachers were working without full credentials, compared to nine percent of teachers in high schools Statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	5%	11%	10%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	5%	12%	10%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	11%	13%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	1%	11%	12%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and State averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our District Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2006–2007 school year. You'll also find this information in the Williams Report Appendix at the end of this document.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our District whose teachers are considered to be less than "highly qualified" according to No Child Left Behind (NCLB). We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As appear in the table if our District has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	8%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	2%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	10%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	6%	14%

SOURCE: Data comes from the Federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our District not taught by a "highly qualified" teacher is eight percent, compared to 14 percent Statewide. For schools with the highest percentage of low-income students, this factor is two percent, compared to 13 percent Statewide. For schools with the lowest percentage of low-income students, this factor is six percent, compared to 14 percent Statewide.

Evaluating and Improving Teachers

We evaluate new teachers each year and tenured teachers once every two years. Formal evaluations are based on District standards and the California Standards for the Teaching Profession. Informal evaluations include regular classroom observations. New teachers are offered assistance through the Beginning Teacher Support and Assessment program. Instruction is based on the Smaller Learning Communities model, and we use the Advancement Via Individual Determination (AVID) program that motivates students to attend college. These approaches call for teachers in the same grade level to meet regularly to discuss student progress and instructional techniques.

Staff Development

We offer two "buy-back" staff development days each year, in which teachers buy back nonteaching days from the State to use for workshops and training. We examine student test results and identify areas in need of improvement to decide on the focus of the trainings. In the 2005–2006 school year, we had several outside consultants who worked with small groups of teachers to provide consultation and feedback on methods of instruction. Our staff meets every week to collaborate and improve academic achievement of every student. Our focus for the 2005–2006 year was student achievement with an emphasis on reading and student achievement using AVID strategies for Smaller Learning Communities.

Substitute Teachers

We do not always have adequate substitute coverage when needed. If we can't find a substitute teacher, other teachers step in to teach during their preparation periods.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, Nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our District. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **Statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school has seven full-time equivalent academic counselors. Just for reference, California districts employed about one academic counselor for every 510 high school students in the State. More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	7.0
Librarians	1.0
Psychologists	0.8
Social workers	0.0
Nurses	1.0
Speech/language/ hearing specialists	0.0
Resource specialists	5.0

SOURCE: CBEDS census, October 2005.

Specialized Programs and Staff

We have seven full-time counselors to help students address academic and nonacademic issues. We also have a Career and Internship Center to help students prepare for college and the world of work. We have one full-time Nurse. We have one full-time psychologist who runs special groups such as anger management and behavior modification. The Valley Star counseling agency provides free counseling for students.

We offer Regional Occupational Program (ROP) classes in the automotive, medical, and sports therapy fields. We have a full band and choir. We have a school newspaper, and yearbook that our students work on. We also offer ceramics, academic decathlon, mock trial, and a speech team.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted And Talented Education (GATE)**. Our school has 381 students who qualify for this program.

Our students go through a series of tests to qualify for the GATE program. If they meet the requirements, they go through honors and AP classes. All of our teachers have GATE certificates and take GATE courses.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has 172 students who qualify for these Special Education programs.

We have 11 full-time Special Education teachers. Students enrolled in our Special Education Program meet daily with a Special Education teacher who provides instruction based on the student's Individualized Education Program (IEP). We also have a team of teachers and counselors who meet with the families of our students to offer them guidance in helping their children succeed at our school. We have a full-time psychologist who addresses the needs of our Special Education students.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English Learners** into regular classes as soon as possible.

We have three full-time English Language Development (ELD) instructors. English Learners identified as level one or two receive instruction in sheltered classes composed exclusively of English Learners. Students at levels three, four, and five are integrated into mainstream classrooms. All of our teachers are certified in Cross-cultural Language and Academic Development (CLAD). We have two full-time Teachers on Special Assignment working with the ELD program and supporting the English Learners academic progress.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the State. The textbooks we use and the tests we give are based on these Content Standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our State's Standards to be among the most rigorous and challenging in the nation. You can find the **Content Standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

A panel of scholars defined the English/Language Arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/Language Arts standards for **ninth and tenth** grades and **eleventh and twelfth** grades, visit the CDE's Web site.

Math

Students can begin taking Algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in Algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades **eight through twelve** as well as the California Standards for a variety of **advanced math subjects**, visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California Standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.

Social Science

Our ninth grade students have no social studies requirements. In the **tenth grade**, they study World History, from the late 18th century through the present, including the cause and course of the two world wars. Students in the **eleventh grade** study the major turning points in US History in the 20th century. Students in **twelfth grade** pursue a deeper understanding of the institutions of American Government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks

We choose our textbooks from lists that have already been approved by State education officials. For a list of some of the textbooks we use at our school, see the Appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those **textbooks** covered the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2006–2007 school year. You'll also find a copy of this report in the Williams Report Appendix at the end of this document.

RESOURCES

Buildings

Our school's main building was constructed in 1992 and remains in very good condition. There have been a few modifications made and our graffiti is down to a minimum. We have a monitoring system where trash is picked up throughout the day. Classrooms and bathrooms are cleaned every day. We have one full-time landscaper who keeps our grounds clean. We are in the process of constructing a tennis court and pool as well as a brand-new stadium.

Our school includes 19 buildings, of which 11 are portables. Some of these portables are located on our tennis court. On an average day, 3,623 students and staff occupy these buildings, taking up 91 percent of our capacity.

The bathrooms in our school contain 94 toilets, all of which were in good working order when we surveyed the building. More information about the **condition and cleanliness of bathrooms** can be found in the online supplement to this report called for by the Williams legislation of 2004, and in the Williams Report Appendix at the end of this document.

Also in the Williams Report Appendix (online and at the end of this report), you'll find more facts about the **condition of our school buildings**. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page **survey form** used for the assessment, you will find it on the Web site of the OPSC.

Library

We have a library with over 55,000 books. It is open daily from 7 a.m. to 3:30 p.m. and is staffed by a full-time Librarian and three library media technicians. Our library includes Internet-connected computers for students to do research online. Teachers regularly bring their classes to the library to complete special projects. We frequently buy books and magazines for our library. Our students check out books on a regular basis for the reading program.

Computers

We have 737 computers available for student use, which means that, on average, there is one computer for every five students. There are 115 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	5	4
Internet-connected classrooms	115	69	61

SOURCE: CBEDS census of October 2005. County and State averages represent high schools only.

We have at least two Internet-connected computers in each classroom, two computer labs, and one business computer lab. Students use computers in all subjects for research as well as report and essay writing. Students use a variety of computer-based programs to supplement their learning, including Accelerated Math, Accelerated Reader, StandardsMaster, and Microsoft Office. Students have access to computers any time during the school day. Classes regularly sign up for the use of computer labs. We also offer courses in computer art and design, and a business class focused on Web-based business practices.

Parent/Guardian Involvement

Our school's annual plan and some budget approvals are made by our SSC, which always includes parent/guardian members. In addition, we have an English Learner Advisory Committee (ELAC) to help students learning English feel welcome at our school. Parents/Guardians are encouraged to volunteer in a variety of ways, such as chaperoning events and field trips and assisting our office administrators.

The contact person for parent involvement is Ratmony Yee, who can be reached at (909) 421-7500, ext. 21112.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	$196,936,930	N/A	N/A
Expenses per student	$6,826	$7,172	$7,127
FISCAL YEAR 2003–2004			
Total expenses	$182,565,320	N/A	N/A
Expenses per student	$6,392	$6,987	$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our District spent an average of $6,826 per student in the 2004–2005 school year, compared to an average of $7,172 per student spent by similar (unified) districts in the State. Our total operating expenses for the 2004–2005 year were $196,936,930. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the **Ed-Data Partnership's Web site.**

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the District's average daily attendance (ADA). More information is available on the **CDE's Web site.**

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our District for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our District's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$41,495	$37,540
Midrange teacher's salary	$63,676	$59,426
Highest-paid teacher's salary	$82,219	$73,925
Average Principal's salary (high school)	$111,596	$109,130
Superintendent's salary	$158,401	$185,251
Percentage of budget for teachers' salaries	43%	41%
Percentage of budget for administrators' salaries	6%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

We used the grants and donations we received from our community business partners mainly for student field trips and extracurricular activities. We are also raising money to complete our football stadium.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our **school's expenditures**, along with the **average salaries of our teachers**. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our District's Web site.

Williams Report, 2005-2006

Williams Legislation-related facts about Facilities, Teachers, and Textbooks

Rialto High School

Rialto Unified School District

Facilities Report

This report was completed on 12/12/2006 by Bill Ralph - Maintenance Supervisor/Planner.

This information about facilities is one small part of an annual report about our school. You can find that full report, which contains additional information about teachers, students, test scores, and resources on our district's website. This portion of the report is also one part of our response to the 2004 Williams legislation.

The facilities inspection was performed on 9/22/2006.

The date of IEI completion was 10/3/2006.

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1. GAS LEAKS

No apparent gas leaks.

----Data as of 12/12/2006----

No apparent problems

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2. MECHANICAL PROBLEMS (HEATING, VENTILATION AND AIR CONDITIONING)

No apparent mechanical problems.

----Data as of 12/12/2006----

No apparent problems

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3. WINDOWS/DOORS/GATES (INTERIOR AND EXTERIOR)

No apparent problems with windows, doors and gates.

Status as of 9/22/2005: ---- Data as of 6/13/2005 ----

H-107, B-102, B-108, C-105 - broken door hinges

---- Data as of 9/22/2005 ----

C-206 - top door hinge broken

-----Data as of 12/12/2006----

No apparent problems

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4. INTERIOR SURFACES (WALLS, FLOORS AND CEILINGS)

No apparent problems with interior surfaces.

Status as of 9/22/2005: ---- Data as of 6/13/2005 ----

B-101 - damaged V.C.T. tiles

B, C, E & C Buildings - damaged ceiling tiles

---- Data as of 9/22/2005 ----

G-208, G-209, G-212 - water stained ceiling tiles in all 3 rooms

-----Data as of 12/12/2006----

No apparent problems

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5. HAZARDOUS MATERIALS (LEAD PAINT, ASBESTOS, MOLD, FLAMMABLES, ETC.)

No apparent problems with hazardous materials.
----Data as of 12/12/2006----
No apparent problems

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6. STRUCTURAL DAMAGE (CRACKS IN WALLS AND FOUNDATIONS, CEILINGS SLOPING, POSTS OR BEAMS MISSING)
No apparent problems with building structure.
Status as of 9/22/2005: ---- Data as of 6/13/2005 ----

Clusters - severe cracks in drywall
Clusters - building subfloors settling
---- Data as of 9/22/2005 ----
No apparent problems
-----Data as of 12/12/2006-----
No apparent problems

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7. FIRE SAFETY (SPRINKLER SYSTEMS, ALARMS, EXTINGUISHERS)
No apparent problems with fire safety equipment.
-----Data as of 12/12/2006-----
No apparent problems

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8. ELECTRICAL SYSTEMS AND LIGHTING
No apparent problems with electrical systems and lighting.
Status as of 9/22/2005: ---- Data as of 6/13/2005 ----
Quad - broken pedestal lights
C, E & G - ballast need replacement
---- Data as of 9/22/2005 ----
No apparent problems
-----Data as of 12/12/2006-----
No apparent problems

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9. PEST OR VERMIN INFESTATION
No apparent problems with pests or vermin.
-----Data as of 12/12/2006-----
No apparent problems

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10. DRINKING FOUNTAINS (INSIDE AND OUT)
No apparent problems with drinking fountains.
Status as of 9/22/2005: ---- Data as of 6/13/2005 ----

C, E, & G Buildings - drinking fountain not operable (no water pressure)

---- Data as of 9/22/05 ----
None
-----Data as of 12/12/2006-----
No apparent problems

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11. BATHROOMS
No apparent problems with bathrooms.
-----Data as of 12/12/2006-----
No apparent problems

---

12. SEWER SYSTEM
No apparent sewer problems.
-----Data as of 12/12/2006----
No apparent problems

---

13. PLAYGROUNDS
No apparent Playground problems.
-----Data as of 12/12/2006-----
No apparent problems

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14. OTHER DEFICIENCIES
No other apparent deficiencies.
-----Data as of 12/12/2006----
No apparent problems

INSPECTORS AND ADVISORS
There were no other inspectors used in the completion of this form.

Rialto High School

Rialto Unified School District

Textbooks

This report was completed on 11/28/2006.

This information about textbooks is one small part of an annual report about our school. You can find that full report, which contains additional information about teachers, students, test scores, and resources on our district's website. This portion of the report is also one part of our response to the 2004 Williams legislation.

This information was collected on 11/28/2006.

	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
SUBJECT	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME
English	YES	YES	YES	100%
Math	YES	YES	YES	100%
Science	YES	YES	YES	100%
Social Studies	YES	YES	YES	100%
English for English Learners	YES	YES	YES	100%
Foreign Languages	YES	YES	YES	100%
Health Sciences	YES	YES	YES	100%

NOTES:

Rialto High School

Rialto Unified School District

Teacher Vacancies

This report was completed on 1/17/2007.

This information about teacher vacancies is one small part of an annual report about our school. You can find that full report, which contains additional information about teachers, students, test scores, and resources on our district's website. This portion of the report is also one part of our response to the 2004 Williams legislation.

Teacher Vacancies Occurring at the Beginning of the School Year

	2004-2005	2005-2006	2006-2007
Total number of classes at the start of the year	**119**	**117**	**N/A**
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	**1**	**1**	**N/A**

Teacher Vacancies Occurring During the School Year

	2004-2005	2005-2006	2006-2007
Number of classes where the permanently assigned teacher left during the year	**12**	**4**	**N/A**
Number of those classes where you replaced the absent teacher with a single new teacher	**12**	**4**	**N/A**

Notes

Rialto High School

Rialto Unified School District

Misassignments

This information about teacher misassignments is one small part of an annual report about our school. You can find that full report, which contains additional information about teachers, students, test scores, and resources on our district's website. This portion of the report is also one part of our response to the 2004 Williams legislation.

Teacher Misassignments

	2004-2005	2005-2006	2006-2007
Total number of classes taught by teachers without a legally recognized certificate or credential	**0**	**0**	**0**

Teacher Misassignments in Classes that Include English Learners

	2004-2005	2005-2006	2006-2007
Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Credentialed Teacher Commission	*	**18**	**3**

*** Number of Classes in which 20% or More Students are English Learners**

Other Employee Misassignments

	2004-2005	2005-2006	2006-2007
Total number of service area placements of employees without the required credentials	**0**	**0**	**0**

Notes

Rialto High School

Rialto Unified School District

Science Labs

This information about our science lab class equipment and materials is one small part of an annual report about our school. You can find that full report, which contains additional information about teachers, students, test scores, and resources on our district's website. This portion of the report is also one part of our response to the 2004 Williams legislation.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS IN JANUARY 2005 TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology P	YES	YES
Biology HP	YES	YES
SEI Biology P	YES	YES
AP Biology	YES	YES
Animal Anat & Physiology P	YES	YES
Chemistry P	YES	YES
SEI Chemistry P	YES	YES
AP Chemistry	YES	YES
Chemistry in the Community P	YES	YES
Chemistry HP	YES	YES
Physics P	YES	YES
SEI Physics P	YES	YES
AP Physics	YES	YES
Earth ScienceP	YES	YES
SEI Earth Science P	YES	YES

Biology: This report was completed on 1/7/2007.

Chemistry: This report was completed on 1/7/2007.

Physics: This report was completed on 1/7/2007.

Earth Sciences: This report was completed on 1/7/2007.