



Rialto High School

2007-2008

School Accountability Report Card

(909) 421-7500 • (909) 421-7584 Fax

District Mission Statement

The mission of the Rialto Unified School District is to maximize student academic, social, and cultural development so that graduates can apply acquired knowledge and skills to live meaningful and productive lives in a democratic society.

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.

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley, due west of the County Seat. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

Rialto Unified School District served 29,092 students in grades kindergarten through twelve during the 2007-08 school year. Comprised of 17 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the District offers instruction on both traditional and year-round schedules.

Located in southeastern quadrant of Rialto, Rialto High School operates on a traditional calendar schedule. The school served 3,434 ninth through twelfth grade students during the 2007-08 school year. Additionally, the 2007-08 student population consisted of 59.0% "Socioeconomically Disadvantaged," 27.0% "English Learners," and 7.0% "Students with Disabilities."

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	12.1%
American Indian	0.2%
Asian	1.6%
Caucasian	5.7%
Filipino	0.6%
Hispanic or Latino	79.1%
Pacific Islander	0.4%
Multiple or No Response	0.3%

Discipline & Climate for Learning

The goal of Rialto High School's progressive discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school-wide discipline plan, which reflects the District's behavior code, is implemented in a consistent and positive manner. Well-managed classrooms, and clearly defined expectations and consequences have resulted in an environment where learning flourishes.

Principal

Andres Luna

aluna@rialto.k12.ca.us

Contents

- * District Mission Statement
- * Principal's Message
- * Community & School Profile
- * Discipline & Climate for Learning
- * School Enrollment & Attendance
- * Class Size
- * School Leadership
- * Counseling & Support Services
- * Teacher Evaluation
- * Teacher Assignment
- * Student Achievement & Testing
- * Academic Performance Index (API)
- * Adequate Yearly Progress (AYP)
- * Federal Intervention Program
- * College Preparation
- * Workforce Preparation
- * School Facilities & Safety
- * Textbooks & Instructional Materials
- * Curriculum Improvement
- * Parent & Community Involvement
- * Average Teacher Salaries
- * Expenditures per Pupil

595 S. Eucalyptus Ave. • Rialto, CA 92376 • (909) 421-7500

www.rialto.k12.ca.us

Rialto High School supplements the District's discipline policies with Love & Logic, a program that emphasizes sharing control and decision-making, using empathy with consequences, and enhancing the self-concept of the student.

Parents/Guardians and students are informed of discipline policies at the beginning of each school year through mass mailings, Back-to-School Night, and the Parent/Guardian Information Brochure. Rules are reinforced at assemblies and within each classroom.

The suspensions and expulsions table below illustrates total cases for the school and District for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	1,826	938	1,109	7,276	4,190	8,465
Suspension Rate	52.3%	27.5%	32.2%	23.7%	14.1%	29.1%
Expulsions	46	36	24	122	100	187
Expulsion Rate	1.3%	1.1%	0.7%	0.4%	0.3%	0.6%

Extracurricular & Enrichment Activities

Students are encouraged to participate in academic and extracurricular activities, which are an integral part of the educational program. Activities, clubs, and programs include the following:

- Academic Decathlon
- Art Club
- Ballet Folklorico
- Associated Student Body (ASB)
- Hot Rod Club
- Leadership Club
- French Club/Café
- M.E.Ch.A.
- Phi Beta
- Writer's Ink
- Principal's Leadership Council
- California Scholarship Federation
- Distribute Education Clubs of America (DECA)
- Students Striving for Success
- Socially Together & Naturally Diverse (S.T.A.N.D)
- Culinary & Hospitality Entrepreneurs of the Future (C.H.E.F.) Club
- Anime Club
- Newspaper
- LINK Crew
- Daily Living
- Guitar Club
- Key Club
- MESA Club
- National Honor Society
- Speech Team
- Interact
- Sigma XI
- Illuminati
- Mock Trial Team

Rialto High School also offers the following sports programs: Cross Country, Football, Golf, Volleyball, Basketball, Soccer, Wrestling, Baseball, Softball, Track & Field, Badminton, and Cheerleading.

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. In addition to verbal praise and classroom incentives for positive behavior, Rialto High School holds an Accolades Assembly each semester to honor students who have earned a 3.0 GPA or higher.

Homework

Homework is a fundamental part of the learning process that helps to develop academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a nightly basis for all grade levels and major subject areas. Each teacher determines the appropriate level of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents/Guardians are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Parents/Guardians are advised of their responsibilities, including proper notification of when and why students are absent. The school staff makes daily phone calls to parents/guardians when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent/guardian conference may be scheduled.

In the event of habitual truancy, students may be referred to the District's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The chart illustrates the trend in enrollment at the school over the past three years.

In a continuing effort to reduce the student dropout rate, Rialto High School has developed instructional alternatives for students with difficulties. Among the programs offered, counseling, attendance incentives, referral to alternative schools, LINK Crew, and teacher intervention have proven to be most effective.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	1,081	968	918
10th	955	910	928
11th	842	813	804
12th	615	722	792

Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	4.32%	7.82%	4.01%
Graduation Rate	88.70%	80.30%	69.80%



Class Size

Rialto High School maintained a school-wide average class size of 32 students and a pupil-to-teacher ratio of 27:1 for the 2007-08 school year. The chart shows the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	32	29	32	17	24	9	27	36	28	67	60	72
Mathematics	32	32	32	17	3	10	20	30	28	69	55	58
Science	35	34	34	3	2	2	10	11	14	58	62	58
Social Science	33	33	32	5	8	9	25	17	11	54	56	61

School Leadership

Leadership at Rialto High School is a responsibility shared among District administration, the principal, instructional staff, students, and parents/guardians. Primary leadership duties at the school have been assumed by Principal Andres Luna since the start of the 2008-09 school year. Prior to this positions, Mr. Luna served in various administrative roles and as a classroom teacher. He has 25 years of experience in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure that instructional programs are consistent with students' needs and comply with District goals. Avenues of opportunity include:

- Leadership Team
- School Site Council
- English Learner Advisory Committee (ELAC)

Counseling & Support Staff

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. **The counselor-to-pupil ratio is 1:429.**

The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	8	8.0
Attendance Specialist	1	1.0
Bilingual Instructional Assistant	4	1.6
Health Aide	1	1.0
Librarian	1	1.0
Library Technician	3	3.0
Literacy Coach	1	1.0
Math Coach	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	4	4.0
RSP Aide	5	2.0
School Resource Officer	1	1.0
SDC Aide	6	2.4
SED Aides	3	1.2
Seriously Emotionally Disturbed (SED) Class Teacher	1	1.0
Special Day Class (SDC) Teacher	4	4.0
Speech/Language/Hearing Specialist	1	0.4
Technology Aide	1	1.0

At Risk Interventions

After-school tutoring in all subject areas is available for any student who may be struggling academically.

Special Education

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. An Individual Education Plan (IEP) is developed for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes, the Resource Specialist Program, and/or sessions with other members of the support staff.

English Learners

English Learner (EL) students designated as "Beginning," "Early-Intermediate," and "Intermediate" are assigned to one of three English Language Development (ELD) teachers and offered a Structured English Immersion Program. "Early-Advanced" and "Advanced" EL students are placed into mainstream classrooms with appropriately credentialed teachers.

Teacher Evaluation & Professional Development

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

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.

The District sponsors eight staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For additional support in their profession, teachers may enlist the services of the District's Beginning Teacher Support and Assessment (B TSA) support provider and/or the Peer Assistance and Review (PAR) Program.

Teacher Assignment

Rialto Unified School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year, Rialto High School staffed 114 fully certificated teachers who met all credential requirements in accordance with the State guidelines.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	112	109	114	1,268
Without Full Credentials	18	21	12	88
Working Outside Subject	1	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current available data are reported.

Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	3	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	0	0
Vacant Teacher Positions	0	2	1

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

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.9%	6.1%
District	93.6%	6.4%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Student Achievement & Testing

Rialto Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents/guardians about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, teachers utilize District Benchmark Assessments, classroom observations, class work, homework, report cards, and Renaissance Learning Solutions reports to determine whether each student is performing below, at, or above grade level standards.

English Learner (EL) students take the California English Language Development Test (CELDT) every year until they have been re-classified as "English proficient." Some learning-disabled students take the California Alternative Performance Assessment (CAPA) in lieu of the California Standards Test (CST) and California Achievement Test (CAT/6).

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: "Advanced" (exceeds State Standards), "Proficient" (meets standards), "Basic" (approaching standards), "Below Basic" (below standards), and "Far Below Basic" (well below standards). The combined percentage of students scoring at the "Proficient" and "Advanced" levels in English/Language Arts, and Social Science, for the most recent three-year period, is shown.

Physical Fitness

In the spring of each year, Rialto High School is required by the State to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Trunk Extension Strength
- Body Composition
- Flexibility
- Upper Body Strength

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 50.1% of the school's ninth grade students met or exceeded State fitness standards.

Completion of High School Graduation Requirements

In addition to fulfilling District graduation requirements, students in California public schools must pass both the English-Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the twelfth grade, the table displays the percent who met all State and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or State exemption.

Completion of High School Graduation Requirements

	School	District	State
All Students	80.6%	72.9%	**
Socioeconomically Disadvantaged	82.1%	73.7%	**
African American	84.1%	71.4%	**
Hispanic or Latino	79.6%	72.4%	**
Caucasian	80.0%	75.6%	**
English Learners	62.8%	55.7%	**
Students with Disabilities	15.7%	21.1%	**

** Statewide data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law.

CAHSEE By Subject

	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	39.2	39.1	51.1	30.0	32.5	48.6	35.6	35.5	52.9
Mathematics	34.1	30.6	46.8	33.9	31.7	49.9	34.4	32.4	51.3

The CAHSEE has an English Language/Arts section and a Math section with three performance levels: "Advanced," "Proficient," and "Not Proficient." The score a student must achieve to be considered "Proficient" is different than the passing score for the graduation requirement. The chart at left shows scores by subject area.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
	All Students														
School	27	36	37	26	18	27	25	25	20	20	16	22	21	21	22
District	27	33	37	24	19	25	23	24	21	15	15	19	20	22	21
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
	Males														
School	22	31	32	22	16	24	24	23	18	23	17	25	24	24	22
District	23	29	33	19	17	24	22	19	20	16	16	24	24	22	23
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
	Females														
School	32	41	40	30	21	29	25	27	22	17	14	18	16	19	21
District	31	38	41	28	23	26	24	28	23	15	13	15	16	21	20
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
	Socioeconomically Disadvantaged														
School	23	34	39	23	16	27	24	22	19	19	15	23	19	20	22
District	23	32	37	21	18	24	21	21	19	14	13	19	18	20	22
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
	African American														
School	27	31	26	17	20	24	17	20	23	15	13	16	13	19	21
District	26	30	32	19	18	23	17	19	20	9	13	15	14	15	17
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
	Asian														
School	43	57	62	55	*	50	62	*	*	36	*	38	38	*	*
District	52	46	63	50	36	39	40	46	59	39	19	38	36	47	65
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
	Hispanic or Latino														
School	26	35	37	25	18	26	24	24	19	18	15	22	20	20	20
District	25	32	35	23	18	24	22	23	19	16	14	19	19	22	20
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
	Caucasian														
School	34	47	43	39	20	36	34	31	31	30	17	27	31	26	24
District	39	53	55	41	30	43	41	36	32	26	23	31	40	30	34
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
	Students with Disabilities														
School	10	10	9	6	9	2	13	9	0	6	12	7	12	8	0
District	7	10	5	6	7	2	11	7	1	4	8	5	11	6	4
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
	English Learners														
School	6	9	12	5	1	2	3	2	3	4	5	6	3	5	6
District	5	10	11	4	2	2	2	2	2	4	3	6	4	5	6
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

The chart at right shows CAHSEE scores by subgroup.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a Statewide target of 800.

Statewide API Rank: The Statewide API rank ranges from 1 to 10. A Statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the State, while a Statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the State.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64.4	31.2	4.4	65.6	27.8	6.7
Male	67.1	29.7	3.2	63.4	29.1	7.6
Female	61.5	32.8	5.7	68.0	26.3	5.7
African American	74.4	24.4	1.2	82.9	17.1	0
Asian	38.5	30.8	30.8	38.5	23.1	38.5
Hispanic or Latino	63.7	31.8	4.5	64.0	29.5	6.5
White	58.5	39.0	2.4	59.5	26.2	14.3
English Learners	76.8	20.3	2.9	73.9	20.6	5.5
Socioeconomically Disadvantaged	65.4	30.1	4.5	65.9	27.7	6.4
Students with Disabilities	96.9	3.1	0.0	90.6	6.2	3.1

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	3	2	
Similar Schools Rank	4	5	4	
All Students				
Actual Growth	24	-9	0	628
Socioeconomically Disadvantaged				
Actual Growth	22	-30	40	634
African American				
Actual Growth	40	-21	5	587
Hispanic or Latino				
Actual Growth	22	-4	1	630
Caucasian				
Actual Growth	18	-43	-1	653
Students with Disabilities				
Actual Growth	-1	24	-47	418
English Learners				
Actual Growth	20	9	4	590

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and District performance are displayed.



Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	N/A	2004-2005
Year in PI (2008-09)	N/A	Year 3
# of Schools Currently in PI	N/A	12
% of Schools Identified for PI	N/A	42.9%

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

Contact Information

Parents/Guardians who wish to participate in the school's leadership teams, activities, or become a volunteer may contact the office at (909) 421-7500. The District's website (www.rialto.k12.ca.us) provides a variety of resources for parents/guardians, students, and community members.

Adequate Yearly Progress

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

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

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

Adequate Yearly Progress (AYP)

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

College Entrance Information

Rialto High School offers college-bound students many opportunities to get a head start on their future. The school's counseling staff organizes and chaperones numerous group tours of area colleges throughout the year. Partnerships have been forged with San Bernardino Valley College and California State University at San Bernardino.

Rialto High School is also a recipient of the GEAR UP Grant, which will provide funding for additional academic counseling staff and assist students, parents/guardians, and teachers in gaining access to higher education through academic support, information, and enrichment programs.

The Advancement Via Individual Determination (AVID) Program targets students with grade point averages ranging from 2.5 to 3.5, and who may be the first of their families to attend college. Through AVID, the school provides activities to prepare students for success in post-secondary education. Communication, organization, note-taking, writing, and study skills are instructional emphases in AVID.

The school's Advanced Placement (AP) program consists of college-level courses in Art History, English Language & Composition, English Literature & Composition, Spanish Language, Calculus AB, Statistics, Biology, Physics B, U.S. Government & Politics, Macroeconomics, European History, World History, and U.S. History.

Advanced Placement Classes

	# of Courses	Enrollment
English	2	171
Fine and Performing Arts	1	16
Foreign Language	1	84
Mathematics	2	51
Science	2	91
Social Science	5	207
Totals	13	620
Percent of Students in AP Courses		3.3%

Students are encouraged to take College Preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	69.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	46.9%

* Duplicated Count (one student can be enrolled in several courses).

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses Statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics
- D: Two years of laboratory science
- E: Two years of a single language other than English
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit the website for University of California application information (www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit the California State University Mentor (www.csumentor.edu) site.

Workforce Preparation

Rialto High School strives to graduate citizens who are fully capable of functioning and prospering in society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts.

Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. A Career Center, work experience, use of technology, and community service projects are made available to heighten student awareness of options for education, training, and employment beyond high school.

The following Career Technical Education (CTE) programs offered at the school:

- Accounting I & II
- Auto Technology Engine Performance
- Auto Technology Service Manager
- Auto Technology Steering & Suspension
- Computer Keyboarding Advanced
- Culinary Arts Advanced I & II
- Customer Service Occupations
- Fashion Textiles Advanced IIA & IIB
- Fashion Textiles I & II
- Introduction to Computer Keyboarding
- Introduction to Health Careers
- Medical Assistant Back Office
- Medical Records Specialist
- Physical Therapy
- Web Page Design
- Auto Parts Specialist
- Auto Technology Brakes
- Child Development I & II
- Business Communications
- Computer Applications
- Culinary Arts A & B
- EKG Technician
- Emergency First Responder
- Internship
- Introduction to Business
- Marketing & Business Economics
- Medical Assistant Front Office
- Medical Terminology
- Sports Therapy
- Work Experience

The following courses are offered at off-site locations through the Regional Occupational Program:

- Floristry
- Auto Collision
- Pharmacy Technician
- TV & Video Production
- Welding

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated based on mastery of "employment readiness standards," both basic and industry-specific, results of career-technical skills assessments, and/or placement of program completers in employment, post-secondary education, or the military. For more information about Career/Technical Education and/or the District's Regional Occupational Program, please contact Peggy Wheeler at the Alternative Education Center.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs

Question	Response
How many of the school's pupils participate in CTE?	2,394
What percent of the school's pupils complete a CTE program and earn a high school diploma?	83.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	11.0

Curriculum Improvement

Rialto High School's curriculum is written in compliance with the State framework and model curriculum standards dictated by the California Department of Education. The District's Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are school-wide, not isolated to a single class or grade.

Offering standards-based instruction that leads to improved achievement in core content areas has been an ongoing priority at Rialto High School. More emphasis has been placed on targeting instruction in areas where students are struggling, based on local assessments and standardized testing data. The school has refined pathways within the Smaller Learning Communities' model and has committed to the Rigor, Relevance, & Relationships Model to promote greater student engagement and focus on achievement.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Rialto Unified School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is August 13, 2008.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The chart displays data collected in September 2008 in regards to the textbooks in use at the school during the current school year (2008-09).

Each classroom contains a minimum of three Internet-connected computers for student use. Students also have regular access to four computer labs, which contain a combined total of 140 workstations. English Learner students have their own computer lab with 30 workstations. Students receive computer-assisted instruction on a regular schedule. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Rialto and Colton, which contain numerous computer workstations.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th-12th	English/Language Arts	Prentice Hall	2002	Yes
9th-12th	English Language Development	Hampton Brown	2002	Yes
9th-12th	Foreign Language	DC Heath	2006	Yes
9th-12th	Foreign Language	Glencoe	2006	Yes
9th-12th	Foreign Language	McDougal Littell	2007	Yes
9th-12th	Foreign Language	Nextext	2003	Yes
9th-12th	Foreign Language	Prentice Hall	2006	Yes
9th-12th	Foreign Language	Prentice Hall	1999	Yes
10th	Health	Holt	2005	Yes
9th-12th	Mathematics	Glencoe	2002	Yes
9th-12th	Mathematics	Holt, Rinehart, & Winston	2008	Yes
9th-12th	Mathematics	Houghton Mifflin	2006	Yes
9th-12th	Mathematics	Key Curriculum	2002	Yes
9th-12th	Mathematics	McDougal Littell	2002	Yes
9th-12th	Science	Harcourt Brace	2005	Yes
9th-12th	Science	Holt	2007	Yes
9th-12th	Science	Holt	2005	Yes
9th-12th	Science	Holt	2002	Yes
9th-12th	Science	Holt	2001	Yes
9th-12th	Science	Prentice Hall	2007	Yes
9th-12th	Science	Prentice Hall	2006	Yes
9th-12th	Social Science	Houghton Mifflin	2006	Yes
9th-12th	Social Science	Houghton Mifflin	2005	Yes
9th-12th	Social Science	McDougal Littell	2006	Yes
9th-12th	Social Science	McGraw-Hill	2006	Yes
9th-12th	Social Science	Prentice Hall	2005	Yes

Rialto High School stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to, microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners. Specific equipment exists for specific courses such as Biology, Chemistry, Physics, and Earth Science. Software for labs and lab demonstrations has also been provided for newly adopted courses. For a complete listing of inventory, please contact the school office at (909) 421-7500.

The school's library, staffed by a full-time credentialed Librarian and three full-time Library Media Technicians, is stocked with thousands of educational and recreational books, video- and audio-tapes, periodicals, and reference materials. Students visit the library on a regular basis and are encouraged to visit before school and during breaks. Eighteen computer workstations within the library are connected to the Internet so students may access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	737	827	827
Students per computer	4.7	4.1	4.2
Classrooms connected to Internet	115	115	115

School Facilities & Safety

Rialto High School, originally constructed in 1992, is currently comprised of 113 permanent classrooms, 11 portable classrooms, a cafeteria, a great hall, a band/choir room, a theater, a library, four computer labs, a staff room, a weight room, a sports stadium, four athletic fields, a gymnasium, and administrative offices. The most recent upgrades to the campus occurred in 2007 and included installation of bleachers and improved lighting within the stadium. The chart displays the results of the most recent school facilities inspection, provided by the District on November 26, 2008.

School Facility Conditions				
Date of Last Inspection: 08/28/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Permanent Classrooms - Graffiti etched on window; work order submitted.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			G102 - Science materials not properly stored; work order submitted.
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Safety

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

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council.



The Safety Plan was most recently updated in September 2008; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Safety drills, including fire, earthquake, and code yellow, are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2008-09 school year, Rialto Unified School District has budgeted \$2,477,874 for the deferred maintenance program, which represents 0.1% of the District's general fund budget. The District's Board of Education has approved deferred maintenance projects for Rialto High School that will result in painting and flooring upgrades during the current school year (2008-09).



Teacher & Administrative Salaries

The chart displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. Teacher and administrative salaries as a percent of a District's budget are also listed.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$45,094	\$40,721
Mid-Range Teachers	\$69,200	\$65,190
Highest Teachers	\$89,352	\$84,151
High School Principals	\$121,277	\$119,210
Superintendent	\$191,475	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.9%	39.9%
Administrative Salaries	6.0%	5.5%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 5,000 average daily attendance Statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the District and State levels.



District Expenditures & Revenue Sources

Based on 2006-07 audited financial statements, Rialto Unified School District spent an average of \$7,861 to educate each student. The chart below provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with District and State (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,272
From Restricted Sources	\$607
From Unrestricted Sources	\$4,665
District	
From Unrestricted Sources	\$5,451
Percentage of Variation between School & District	14.42%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	11.98%

In addition to general State funding, Rialto Unified School District received State and Federal categorical funding for the following support programs:

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

Data Sources

Data within the SARC was provided by Rialto Unified School District, retrieved from the 2007-08 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Rialto High School. Parents are encouraged to become involved in their child's education by volunteering at the school, chaperoning events, participating in school activities, and joining the School Site Council and English Learner Advisory Committee.



Rialto Unified School District

District Administration

Edna E. Davis-Herring
Superintendent

Joseph G. Davis, Ed.D.
Deputy Superintendent,
Business Services

Anna M. Rodriguez
Assistant Superintendent,
Personnel

Michael E. Brown, Ph.D.
Assistant Superintendent
Instructional Services,
Elementary Education

Gail H. Martin-Mathews
Assistant Superintendent
Instructional Services,
Secondary Education

Board of Education

Dan L. Mays
President

Walter S. Hawkins
Vice President

Dennis W. Mobley
Clerk

Joanne T. Gilbert
Member

John R. Kazalunas, Ed.D.
Member

Marisol Velasco
Student Member

NOTES