

Rialto Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Rialto Middle School
Street	1262 W. Rialto Ave.
City, State, Zip	Rialto, CA 92376
Phone Number	(909)879-7308
Principal	Ricardo Garcia
Email Address	rgarciaf@rialtousd.org
School Website	https://kec.rialto.k12.ca.us/rms
Grade Span	6-8
County-District-School (CDS) Code	36-67850-6059455

2024-25 District Contact Information

District Name	Rialto Unified School District
Phone Number	(909)820-7700
Superintendent	Dr. Cuauhtémoc Avila
Email Address	cavila@rialtousd.org
District Website	https://kec.rialto.k12.ca.us/

2024-25 School Description and Mission Statement

At Rialto Middle School (RMS) our vision is to help all students reach their academic and personal potential. They can achieve this goal by mastering a standards-based curriculum and making good choices. Our primary goals for this school year are to maintain a safe learning environment, increase student achievement, and prepare our students for high school. We believe that every single one of our 1,032 students can and will learn and with your support we can ALL experience success. We support our students, parents/guardians, and our community by providing highly qualified teachers. Wednesdays are minimum days at RMS. We designate these days for professional development, team building and department/PLC meetings. Professional development focuses on research-based instructional strategies. Our teachers collaborate by grade-level subjects and in their

2024-25 School Description and Mission Statement

designated PLCs to help keep programs on pace with the district time lines, to develop and design the best common core lessons using research-based instructional strategies, to analyze student assessment data, and to develop common assessments and lesson plans. It is only through establishing and maintaining academic rigor and positive relationships that we can achieve our goals at Rialto Middle School. The partnership between students, parents/guardians, the community, and our staff is the key to the successful development of each of our students. We ask for your active participation in your student's educational development and encourage you to become actively involved in our School Site Council (SSC), African American Advisory Committee (AAAC), English Learner Advisory Committee (ELAC), Coffee with the Principal, and our very own RMS Parent Institute. Our School is located 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 students in grades kindergarten through twelve during the 2023-2024 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one virtual school, and one alternative high school. The district offers instruction on traditional and virtual schedules.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	343
Grade 7	359
Grade 8	383
Total Enrollment	1,085

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	0.2
Black or African American	10.6
Filipino	0.4
Hispanic or Latino	85.8
Two or More Races	1.7
White	1.1
English Learners	22.2
Foster Youth	0.6
Homeless	7.7
Socioeconomically Disadvantaged	89.7
Students with Disabilities	9.9

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.70	93.08	966.80	89.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	1.37	13.30	1.24	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.16	16.10	1.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.15	8.90	0.83	12115.80	4.41
Unknown/Incomplete/NA	2.00	4.20	70.40	6.55	18854.30	6.86
Total Teaching Positions	48.10	100.00	1075.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.30	87.08	1003.30	87.70	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	2.95	17.90	1.57	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	4.38	48.70	4.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	3.04	13.10	1.15	11953.10	4.28
Unknown/Incomplete/NA	1.20	2.53	60.80	5.32	15831.90	5.67
Total Teaching Positions	50.90	100.00	1143.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.20	83.16	1005.20	86.43	231142.40	100.00
Intern Credential Holders Properly Assigned	1.30	3.00	14.40	1.24	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	3.83	33.00	2.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.59	14.50	1.25	11746.90	4.23
Unknown/Incomplete/NA	3.80	8.38	95.80	8.24	14303.80	5.15
Total Teaching Positions	45.90	100.00	1163.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.50	2.20	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	2.20	1.7

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.6
Local Assignment Options	0.00	1.50	0
Total Out-of-Field Teachers	0.00	1.50	0.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	6.7	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.20	2	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, the Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good-quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 25, 2024.

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

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Course: English 6 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 Core Component(s) California Collections Student Workbook — Consumable — English California Collections Student Edition — Textbook - Hardback — English</p> <p>Course: MS ELD Pearson Education Inc., p.a. Scott Foresman and Prentice Hall CA Pearson iLit / 2017 Core Component(s) ilit consumable — Consumable — English Core Component(s) ilit consumable — Consumable — English Core Component(s) ilit consumable — Consumable — English</p> <p>Course: English 7 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 California Collections Student Edition — Textbook - Hardback — English</p>	Yes	0

	<p>California Collections Student Workbook — Consumable — English</p> <p>Course: English 8 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 California Collections Student Workbook — Consumable — English California Collections Student Edition — Textbook - Hardback — English</p>		
Mathematics	<p>Course: Math 6 Glencoe/McGraw-Hill California Math, Courses 1 -3 / 2014 California Math Course 1: Vol. 1 — Consumable — English California Math Course 1: Vol. 2 — Consumable — English Course: Math 7 Glencoe/McGraw-Hill California Math, Courses 1 -3 / 2014 California Math Course 2: Vol. 1 — Consumable — English California Math Course 2: Vol. 2 — Consumable — English Course: Math 8 Glencoe/McGraw-Hill California Math, Courses 1 -3 / 2014 California Math Course 3: Vol. 1 — Consumable — English California Math Course 3: Vol. 2 — Consumable — English</p> <p>*Course: Math 1 CC / HP Glencoe/McGraw-Hill Integrated Series, Level 1 / 2014 MH: Integrated Math 1 — Textbook - Hardback — English * This textbook is aligned to the Math1 High School State Standards and is offered as an acceleration course at the middle school level</p>	Yes	0
Science	<p>Course-Based Science Course: Science 6 Rialto Unified School District California Inspire Science: G6 Integrated Student Edition ISBN: 978-0-07-682976-7 McGraw Hill Education Adopted 05/2022</p> <p>Course: Science 7 Rialto Unified School District California Inspire Science: G7 Integrated Student Edition ISBN: 978-0-07-682986-6 McGraw Hill Education Adopted 05/2022</p> <p>Course: Science 8 Rialto Unified School District California Inspire Science: G8 Integrated Student Edition ISBN: 978-0-07-682997-2 McGraw Hill Education Adopted 05/2022</p>	Yes	0
History-Social Science	Course-Based History/Social Science	Yes	0

	<p>Course: Soc St 6 National Geographic National Geographic World History / 2018 World History Ancient Civilizations — Textbook - Hardback — English</p> <p>Course: Soc St 7 National Geographic National Geographic World History / 2018 World History Medieval and Early Modern Times — Textbook - Hardback — English</p> <p>Course: Soc St 8 National Geographic National Geographic World History / 2018 American Stories Beginning To World War I — Textbook - Hardback — English</p>		
Foreign Language	N/A	Yes	0
Health	<p>Health & Wellness: 6th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:06 Adopted 5/25/2005 for Health 6</p> <p>Health & Wellness: 7th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:07 Adopted 5/25/2005 for Health 7</p> <p>Health & Wellness: 8th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:08 Adopted 5/25/2005 for Health 8</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	Yes	0
Visual and Performing Arts	<p>Art and the Human Experience: A Personal Journey Davis Publications 2002 Grades:06 Adopted 10/11/07</p> <p>Art and the Human Experience : A Global Pursuit Davis Publications 2001 California Grades:07 Adopted 10/11/07</p> <p>Art and the Human Experience: Art a Community Connection Davis Publications 2001 Grades:08 Adopted 10/11/07</p>	Yes	0
Note: Cells with N/A values do not require data.			

School Facility Conditions and Planned Improvements

Rialto Middle School occupied its brand new campus in the 2009-10 school year, comprised of 60 permanent classrooms, a cafeteria/multipurpose room, a library, one computer lab, a staff room, two athletic fields, administrative offices and a gymnasium. The chart displays the results of the most recent school facilities inspection provided by the district in August 2022. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Safety

The safety of students and staff is a primary concern of Rialto Middle 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 March 2024; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

School Facility Conditions and Planned Improvements

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 and the administration 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. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

Planned Facility Improvements

Districtwide the following facility improvements are planned:

- * Update Wifi and School Servers
- * Tree Trimming
- * Painting
- *Irrigation Updates and Repairs

Williams Visit Findings

Visit Date: August 26, 2021

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

Section 8. Restrooms

Boy's Locker Room: Shower is not working

Girl's Locker Room: Shower is not working

Men's Staff Locker Room Office: Shower is not working

Section 10. Fire Safety

Auditorium/MPR: Elevator/Wheel Chair Lift is not functioning (work order #40036) (remedied 8/26/21)

Due to good conditions of our school, we have not received a Williams visit since August of 2021.

Year and month of the most recent FIT report

11/27/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		BUILDING G: G-108 - STAINED CEILING TILE (REMEDIED 11/28/23)

School Facility Conditions and Planned Improvements

				BUILDING D: G-208 - STAINED CEILING TILE (REMEDIED 11/28/23)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			LIBRARY: Loose sink (remedied 12/5/23)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	30	37	32	38	46	47
Mathematics (grades 3-8 and 11)	14	16	18	21	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1082	1045	96.58	3.42	36.65
Female	522	507	97.13	2.87	41.03
Male	559	537	96.06	3.94	32.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	109	103	94.50	5.50	28.16
Filipino	--	--	--	--	--
Hispanic or Latino	932	902	96.78	3.22	37.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	13	13	100.00	0.00	15.38
English Learners	236	215	91.10	8.90	6.05
Foster Youth	--	--	--	--	--
Homeless	84	74	88.10	11.90	24.32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	971	936	96.40	3.60	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	106	92.17	7.83	2.83

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1081	1058	97.87	2.13	16.18
Female	522	513	98.28	1.72	14.81
Male	558	544	97.49	2.51	17.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	109	103	94.50	5.50	11.65
Filipino	--	--	--	--	--
Hispanic or Latino	932	915	98.18	1.82	16.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	11.76
White	12	12	100.00	0.00	8.33
English Learners	236	229	97.03	2.97	2.18
Foster Youth	--	--	--	--	--
Homeless	84	80	95.24	4.76	11.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	970	948	97.73	2.27	14.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	105	92.11	7.89	0.95

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.34	17.52	17.19	19.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	375	97.91	2.09	17.33
Female	181	179	98.90	1.10	17.88
Male	201	195	97.01	2.99	16.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	40	97.56	2.44	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	329	322	97.87	2.13	16.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	59	93.65	6.35	0.00
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	18.52
Military	0	0	0	0	0
Socioeconomically Disadvantaged	341	333	97.65	2.35	16.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	34	91.89	8.11	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100.00%	100.00%	100.00%	100.00%	99.72%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents/Guardians and the community are supportive of the educational program at Rialto Middle School. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils such as English Learners Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), School Site Council (SSC), Coffee with the principal, the Multi-Tier Support System council, and our RMS Parent Institute.

Rialto Middle School hosts many Family Nights, inviting guest speakers to educate parents/guardians on a vast array of educational topics, including methods for improving their child's scholastic achievement. Coffee with the Principal, Advancement Via Individual Determination (AVID) Parent Night, and the Math and Literacy Family Night are also held on a quarterly basis.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1203	1165	369	31.7
Female	589	574	194	33.8
Male	613	590	174	29.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	134	126	56	44.4
Filipino	--	--	--	--
Hispanic or Latino	1023	993	297	29.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	8	42.1
White	15	15	5	33.3
English Learners	284	271	78	28.8
Foster Youth	17	15	8	53.3
Homeless	111	102	45	44.1
Socioeconomically Disadvantaged	1080	1050	349	33.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	124	47	37.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.91	15.31	10.39	5.77	6.27	5.33	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.07	0.25	0.08	0.07	0.12	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.39	0.08
Female	9.17	0.17
Male	11.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	20.15	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.38	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	0.00	0.00
English Learners	13.03	0.00
Foster Youth	17.65	0.00
Homeless	14.41	0.00
Socioeconomically Disadvantaged	10.83	0.09
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

2024-25 School Safety Plan

administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2024; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

The Rialto Unified School District (RUSD) aligns policies and procedures to comply with the California Constitution and California Education Code 32280-32289.5. The RUSD and its employees work in collaboration to promote a safe and secure learning environment for the students of the RUSD community. Employees from certificated, classified and management staff work together to ensure students have an environment that produces strategies and safeguards for student's wellbeing. Through collaborations with first responders, community members and families the RUSD employees are able to create a peaceful and supportive environment for students and staff.

Comprehensive Safe School Plans are developed to address a vast array of emergencies and situations. The response and organization of the plans are in a line with federal, state and local laws and regulations. Plans, trainings and drills address issues that may arise from natural disaster or man-made incidents including active shooter, fires, earthquakes, chemical/biological incidents, evacuations, bomb threats and medical emergencies. Policies and procedures are developed to address child abuse reporting, sexual harassment, dress code issues, violence, bullying, discrimination, child neglect and welfare, expulsion and suspension. Support mechanisms for students and staff include drug and alcohol interventions, truancy prevention and student mental health. Strategies for addressing these issues are inclusive of all students and school personnel.

Planning is achieved through comprehensive training and support meetings. Collaborative meetings between School Site Councils, District Safety and Emergency support personnel, and local first response agencies support plan development and help ensure interoperability between stakeholders. Plans and guidelines are shared to ensure safety and maintain infrastructure of a safe school climate.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	16	14	10
Mathematics	20	22	14	5
Science	23	11	14	10
Social Science	22	16	13	8

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	14	10
Mathematics	23	12	12	8
Science	23	13	8	10
Social Science	22	13	11	9

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	7	14
Mathematics	26	8	11	11
Science	27	7	7	13
Social Science	27	7	7	14

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	271.25

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,833.94	\$4,312.46	\$7,521.48	\$106,223.22
District	N/A	N/A	\$6,928.98	\$95,489
Percent Difference - School Site and District	N/A	N/A	10.5	-4.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-33.3	-3.7

Fiscal Year 2023-24 Types of Services Funded

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- LCFF, Local Control Funding Formula

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,285	\$56,573
Mid-Range Teacher Salary	\$88,858	\$87,186
Highest Teacher Salary	\$120,478	\$119,665
Average Principal Salary (Elementary)	\$142,114	\$148,486
Average Principal Salary (Middle)	\$151,765	\$154,835
Average Principal Salary (High)	\$169,482	\$170,008
Superintendent Salary	\$334,766	\$338,699
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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

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

Rialto Unified School District (RUSD) has worked to provide a plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	32		