est. 1891
RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

FOUNDATION FOR EXCELLENCE

LITERACY
NUMERACY
FUTURE READY

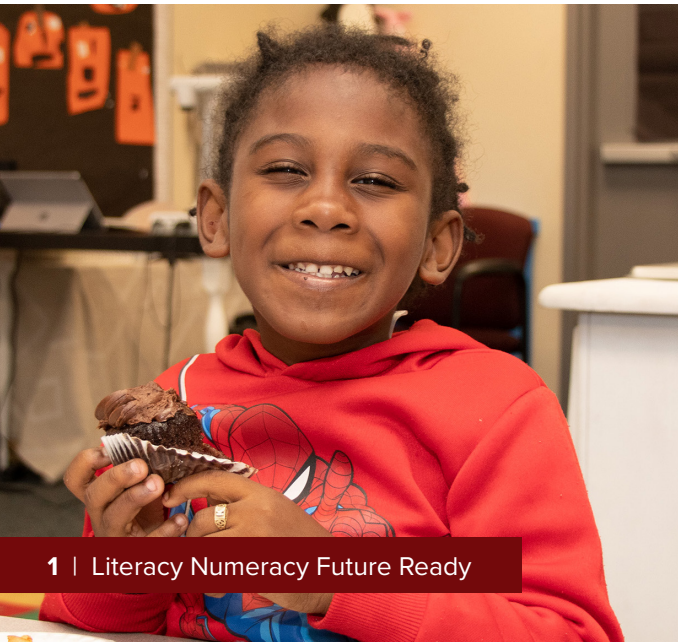
Ensuring students achieve personal and career fulfillment

EDUCATION SERVICES

"RIALTO KINDNESS: THE PERSONIFICATION OF HONORABLE AND COMPASSIONATE SERVICE TO OTHERS."

TABLE OF CONTENTS

04	Purpose
05	Foundation for Excellence Overview
06	How to Read this Document
07	Literacy
09	Numeracy
11	Future Ready



"BRIDGING FUTURES THROUGH INNOVATION"

RIALTO UNIFIED STRATEGIC PHILOSOPHY

The main driver in the Rialto Unified School District is Strategics. Strategics is the method by which a community continuously creates a plan to serve extraordinary purpose. Strategic decisions are those commitments that challenge the existing orders, create disequilibrium, and encourage risk toward new realities.

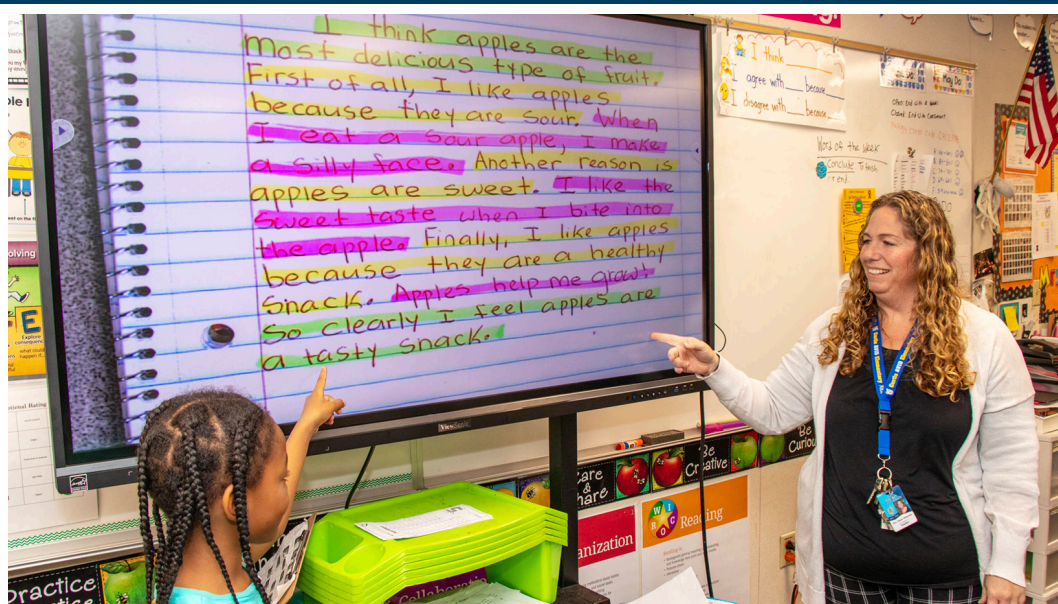
Our focus, which is exemplified in this document, is for every student to be engaged and inspired in their learning in order to be prepared to continue their journey towards achieving their future aspirations. Developing a common understanding and academic commitment for students to achieve personal and career fulfillment supports Rialto Unified School District's uncompromising commitment to achieve specific, measurable, and observable results.

MISSION

A declaration of the unique identity to which the organization aspires, its specific purpose; and the means by which it will achieve its purpose.

The mission of the Rialto Unified School District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectation for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of universal diversity



PURPOSE

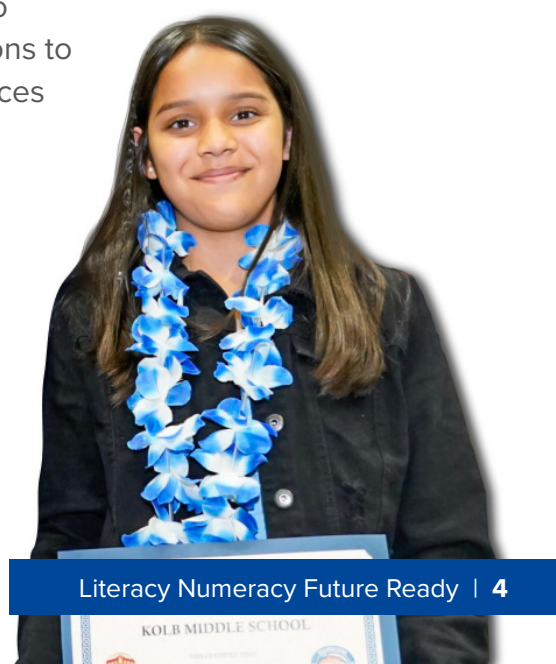
This Foundation for Excellence: Literacy, Numeracy, and Future Ready document highlights the essential expectations in a student's educational journey and holistic growth. The associated actions extend from the belief that education is a moral and civil right. Through such actions, we will ensure all students have access to a well-rounded education in order to graduate future ready.

Staff members are committed to a common understanding of expectations for student success and will ensure students have the needed supports in Literacy, Numeracy, and Future Ready:

Literacy is the ability to read, write, and speak at a functional level. It is the accumulation of knowledge that makes life comprehensible and informs the quality of our participation in culture and society. The greatest gift that we can bestow on students is the gift of literacy, so that they discover meaning in life and seek a virtuous and harmonious place in it.

Numeracy is the ability to perform arithmetic operations and understand mathematical concepts. It is the knowledge and skills needed to develop mathematical reasoning to effectively function in society. Numeracy is concrete and contextual, and offers solutions to basic problems like budgeting for living expenses or complex scenarios such as finances related to the purchase of a home.

Future Ready is the attainment of literacy and numeracy skills at a mastery level and the completion of essential courses in high school that will enable students to pursue college and employment opportunities to achieve personal and career fulfillment.



OVERVIEW

All students in the Rialto Unified School District will meet or exceed expectations in Literacy, Numeracy, and Future Ready by grade levels. The grade levels below will be used as indicators to measure progress towards high school graduation and beyond.

LITERACY

Grade 3 - All students will read at grade level
Grade 5 - All students will fully comprehend content area texts
Grade 8 - All students will express reading comprehension through writing
High School - All students will write and orally present using textual evidence

NUMERACY

Grade 3 - All students will be able to accurately add and subtract from 10 to 1000
Grade 5 - All students will be able to accurately multiply multi-digit whole numbers
Grade 8 - All students will be able to accurately add, subtract, multiply, and divide rational numbers and use proportional reasoning
High School - All students will be able to solve and graph linear, quadratic, and exponential functions
*All high school students are encouraged to take four years of mathematics

FUTURE READY

Grade 3 - All students will develop and practice self regulation and study skills
Grade 5 - All students will learn about postsecondary opportunities
Grade 8 - All students will understand the culture of high school, complete a 4 Year Plan, and learn about opportunities beyond high school
High School - All students will be on track with credits, have a plan beyond high school, and meet at least one of the State College and Career Indicator (CCI) metrics

HOW TO READ THIS DOCUMENT

Section Title

Grade Level

Grade Level Expectations

Tools That Will Be Used To Assess Progress At Each Grade Level

FUTURE READY Preschool through Grade 5

PRESCHOOL AND TRANSITIONAL KINDERGARTEN (PTK)	KINDERGARTEN (K)	FIRST GRADE (1)	SECOND GRADE (2)	THIRD GRADE (3)	FOURTH GRADE (4)	FIFTH GRADE (5)
• Learn relationship skills	• Learn relationship skills	• Achieve self-awareness	• Achieve social awareness	• Learn cause and effect of behaviors and participate in problem solving	• Develop interpersonal skills	• Learn how to make responsible decisions and choices
• Clearly express needs and wants	• Achieve school wide behavior expectations	• Learn study skills and goal setting	• Learn self-control when working and playing with others	• Learn how to apply media and technology to enhance organizational study skills and how these skills relate to college and career success	• Learn about secondary and postsecondary opportunities through high school field trips	• Achieve and exhibit self-regulation
• Develop and practice empathy	• Learn the difference between home and school	• Achieve personal responsibility	• Achieve an understanding about setting goals	• Achieve and review annual goals related to literacy and numeracy benchmark assessments	• Achieve and review annual goals related to literacy and numeracy benchmark assessments	• Attend workshops on how to navigate middle school coursework and how that relates to college and career opportunities
	• College and career day	• Attend college and career day	• Learn how to make connections between school, real life, college and career		• Learn how academic assessments relate to school course opportunities	• Achieve and review literacy and numeracy benchmark assessments in relation to middle school courses
						• Attend college field trip
MEASURES						
• Desired Results Developmental Profile (DRDP)	• Social Emotional Learning (SEL) skills on report card	• Home to School Communication Log in Synergy	• Behavioral data	• Behavioral data	• Social Emotional Learning (SEL) Survey	• Social Emotional Learning (SEL) Survey/Behavioral Data/ Positive Behavioral Intervention Supports (PBIS) Acknowledgment
	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment	• Student goal sheet assignment in Synergy gradebook	• Student Planner review/ organizational check form	• Secondary presentation attendance logs in Synergy	• College and career workshop attendance logs in Synergy
	• College and career day attendance log in Synergy	• College and career day attendance log in Synergy	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment System	• Student goal sheet monitoring in Synergy	• Student goal sheet and progress monitoring	• Middle school course pattern analysis

ACRONYMS and TERMS KEY

A-G	University of California (UC) and California State University (CSU) student course requirements. Minimum completion of 15 college-preparatory courses with a letter grade of “C” or better.
ACT	American College Test
ASVAB	Armed Services Vocational Aptitude Battery Test
AVID	Advancement Via Individual Determination
CSU	California State University (Example: Cal State University *San Bernardino*)
DRDP	Desired Results Developmental Profile
ESGI	Education Software for Guiding Instruction - Reading and Math assessment based on foundational skills
FAFSA	Free Application For Federal Student Aid
FIAB	Focused Interim Assessment Block

IAB	Interim Assessment Block
PBIS	Positive Behavior Intervention Support
PSAT	Preliminary Scholastic Aptitude Test
Q	Quarter
S	Semester
SAT	Scholastic Aptitude Test
SEL	Social Emotional Learning
T	Trimester
UC	University of California (Example: University of California *Riverside*)

LITERACY SKILLS Preschool through Grade 5

PRESCHOOL	TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
P	TK	K	1	2	3	4	5
Reading: • Understand that letters and sounds have meaning	***Reading:*** • Name letters and produce their sounds	***Reading:*** • Know letters and sounds	***Reading:*** • Read, comprehend and retell with details	***Reading:*** • Read, comprehend and retell with sequencing	***Reading:*** • Comprehend grade level text independently	***Reading:*** • Compare and contrast texts and draw inferences	***Reading:*** • Summarize texts from various sources
Writing: • Make marks to represent words	***Writing:*** • Write, progressing from pictures to letters	***Writing:*** • Spell and write simple words	***Writing:*** • Write sentences to explain events or facts	***Writing:*** • Write multiple sentences to explain events or facts in order	***Writing:*** • Use the writing process to write a paragraph with detail and reasoning	***Writing:*** • Produce multi-paragraph writing that is appropriate to genre	***Writing:*** • Produce multi-paragraph writing that integrates multiple sources
Speaking/Listening: • Use short oral phrases to communicate	***Speaking/Listening:*** • Combine oral sentences to communicate ideas	***Speaking/Listening:*** • Ask and answer questions	***Speaking/Listening:*** • Have discussions that build on others' ideas	***Speaking/Listening:*** • Have discussions that build on others' ideas and ask clarifying questions	***Speaking/Listening:*** • Express ideas clearly and build on others' ideas	***Speaking/Listening:*** • Summarize others' ideas and orally report on a topic	***Speaking/Listening:*** • Orally report on a topic sequencing facts and details

MEASURES

• Desired Results Developmental Profile (DRDPs) T1, T2	• Desired Results Developmental Profile (DRDPs) T1, T2	• Education Software for Guiding Instruction (ESGI) Reading Screener T1, T2, T3	• Reading Running Records and i-Ready Diagnostic Reading Comprehension T1, T2, T3	• Reading Running Records and i-Ready Diagnostic Reading Comprehension T1, T2, T3	• Reading Running Records and i-Ready Diagnostic Reading Comprehension T1, T2, T3	• Reading and Writing Expository Performance Task Rubric T2	• Reading and Writing Expository Performance Task Rubric T2
		• Writing Expository Prompt Rubric T3	• Writing Expository Prompt Rubric T2	• Writing Expository Prompt Rubric T3	• Writing Expository Performance Task Rubric T2	• Writing Expository Prompt Rubric T2	• Writing Expository Prompt Rubric T2
		• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3

LITERACY SKILLS Grade 6 through Grade 12

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
6	7	8	9	10	11	12
Reading: • Read closely to determine what a text says and cite textual evidence to identify a theme or central idea	*Reading:* • Read closely to determine what a text says and cite textual evidence to identify how individuals influence events and ideas	*Reading:* • Read closely to determine what a text says analyzing the development of theme or ideas and cite textual evidence to support inferences	*Reading:* • Read closely to determine what a text says and cite with strong evidence	*Reading:* • Read closely to determine what a text says directly and indirectly through textual evidence	*Reading:* • Demonstrate understanding of author's purpose through theme analysis	*Reading:* • Analyze author's purpose with attention to strategies that contribute to the effectiveness of the rhetoric
Writing: • Produce writing with reasoning that is appropriate to the task	*Writing:* • Produce clear writing with reasoning that is appropriate to the task and genre	*Writing:* • Produce clear writing with reasoning that is appropriate to the genre and audience	*Writing:* • Produce clear and effective writing using textual evidence that is appropriate to the task and purpose	*Writing:* • Produce clear and effective writing using textual evidence in which the development, organization and style are appropriate to the task and purpose	*Writing:* • Produce clear and effective writing using textual evidence in which the development, organization and style are appropriate to the task and purpose with effective grammar and conventions	*Writing:* • Produce clear and effective writing using textual evidence in which the development, organization and style are appropriate to the task and reflect grade level appropriate conventions
Speaking/Listening: • Engage effectively in a range of collaborative discussions building on others' ideas	*Speaking/Listening:* • Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own	*Speaking/Listening:* • Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly	*Speaking/Listening:* • Engage effectively in a range of collaborative discussions, present evidence logically, and evaluate a speaker's point of view identifying any faulty logic	*Speaking/Listening:* • Engage effectively in a range of collaborative discussions and present evidence logically, demonstrating attention to public speaking techniques so that the audience can follow the line of reasoning	*Speaking/Listening:* • Engage effectively in a range of collaborative discussions, present evidence logically, and evaluate speaker's point of view, tone, and argument	*Speaking/Listening:* • Engage effectively in a range of collaborative discussions, present evidence logically, and evaluate speaker's point of view assessing rhetoric

MEASURES

• i-Ready Diagnostic Reading Comprehension Fall, Winter, Spring	• i-Ready Diagnostic Reading Comprehension Fall, Winter, Spring	• i-Ready Diagnostic Reading Comprehension Fall, Winter, Spring	• Argumentative/ Expository Performance Tasks Rubric Q2, Q3	• Argumentative/ Expository Performance Tasks Rubric Q2, Q3	• Argumentative/ Expository Performance Tasks Rubric Q2, Q3	• Argumentative/ Expository Performance Tasks Rubric Q2, Q3
• Argumentative/ Expository Performance Tasks Rubric Q2, Q3	• Argumentative/ Expository Performance Tasks Rubric Q2, Q3	• Argumentative/ Expository Performance Tasks Rubric Q2, Q3	• Speaking/Listening Rubric Q2, Q3	• Speaking/Listening Rubric Q2, Q3	• Speaking/Listening Rubric Q2, Q3	• Speaking/Listening Rubric Q2, Q3
• Speaking/Listening Rubric Q2, Q3	• Speaking/Listening Rubric Q2, Q3	• Speaking/Listening Rubric Q2, Q3				

NUMERACY SKILLS Preschool through Grade 5

PRESCHOOL (P)	TRANSITIONAL KINDERGARTEN (TK)	KINDERGARTEN (K)	FIRST GRADE (1)	SECOND GRADE (2)	THIRD GRADE (3)	FOURTH GRADE (4)	FIFTH GRADE (5)
• Recognize numbers 0 to 10	• Recognize numbers 0 to 20	• Count to 100 by ones and ten	• Represent and solve problems using addition and subtraction within 20	• Represent and solve problems using addition and subtraction within 100	• Represent and solve problems using multiplication and division	• Use the four operations with whole numbers to solve complex word problems	• Write and interpret numerical expressions
• Name numbers 0 to 10	• Name numbers 0 to 20	• Add and subtract accurately within 5	• Add and subtract accurately within 10	• Add and subtract accurately within 20	• Multiply and divide accurately within 100	• Gain familiarity with factors and multiples	• Analyze patterns and relationships
• Count objects 1:1 1 to 10	• Count objects 1:1 1 to 15	• Count to tell the number of objects	• Count within 120 starting at any number	• Understand place value and compare three digit numbers	• Use place value to add and subtract within 1000	• Understand place-value of multi-digit whole numbers	• Understand the place-value system
• Count by ones 1 to 20	• Count by ones 1 to 30	• Compare quantities	• Understand place value and compare two digit numbers	• Count within 1000; skip count by 2s, 5s, 10s, and 100s	• Develop understanding of fractions as numbers	• Perform multi-digit addition and subtraction arithmetic	• Multiply and divide with multi-digit whole numbers
• Demonstrate awareness of quantities	• Compare quantities (more/less/equal)	• Solve and represent addition to 10 as putting together and adding to	• Add within 100 using models or drawings	• Add and subtract within 1000 using concrete models, drawings or place value strategies	• Explain equivalent fractions and compare fractions by their size	• Perform multi-digit multiplication and division arithmetic	• Perform operations (+, -, x, ÷) with decimals to hundredths
• Participate in and matches simple repeating sequences	• Identify and extend simple patterns	• Solve and represent subtraction to 10 as taking apart and taking from				• Determine equivalent fractions and compare two fractions	• Use strategies to add and subtract fractions
• Recognize shapes and the differences between them	• Identify shapes: circle, square, triangle, rectangle					• Add, subtract and multiply fractions and mixed numbers with like denominators	• Multiply and divide fractions
						• Write and compare decimal fractions to the tenths and hundredths	

MEASURES

• Desired Results Developmental Profile (DRDPs) assessment (T1 and T2)	• Education Software for Guiding Instruction (ESGI) assessment (T1, T2, T3)	• Education Software for Guiding Instruction (ESGI) assessment (T1, T2, T3) • Performance Tasks (T1, T2)	• i-Ready Diagnostic (Fall, Winter, Spring)	• i-Ready Diagnostic (Fall, Winter, Spring)	• i-Ready Diagnostic (Fall, Winter, Spring)	• i-Ready Diagnostic (Fall, Winter, Spring)	• i-Ready Diagnostic (Fall, Winter, Spring)
		• i-Ready Diagnostic (Winter and Spring)	• Performance Tasks (T1, T2)	• Performance Tasks (T1, T2)	• FIABs and IAB (T1, T2)	• FIABs and IAB (T1, T2)	• FIABs and IAB (T1, T2)

NUMERACY SKILLS Grade 6 through Grade 12

MIDDLE SCHOOL MATH

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
• Apply and extend previous understandings of multiplication and division to divide fractions by fractions	• Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers	• Understand the connection between proportional relationships, lines and linear equations
• Apply and extend previous understandings of numbers to the system of rational numbers that includes addition, subtraction, multiplication and division of integers	• Analyze proportional relationships and use them to solve real world and mathematical problems (similarity, percentage, proportion problems)	• Represent linear relationships with pictures, statements, equations, tables and graphs
• Understand ratio concepts and use ratio reasoning to solve problems	• Solve real life and mathematical problems using numerical and algebraic expressions and equations	• Describe and compare critical features of linear relationships across relationships
• Apply and extend previous understandings of arithmetic to algebraic expressions		• Understand how a function describes a relationship between its input and its output
MEASURES		
• FIAB and IAB	• FIAB and IAB	• FIAB and IAB
• i-Ready Diagnostic (Fall, Winter, Spring)	• i-Ready Diagnostic (Fall, Winter, Spring)	• i-Ready Diagnostic (Fall, Winter, Spring)
• Performance Tasks	• Performance Tasks	• Performance Tasks

HIGH SCHOOL MATH

MATH ONE	MATH TWO	MATH THREE
• Solve linear equations, linear inequalities and systems of linear equations	• Focus on the structure of expressions, writing equivalent expressions using axioms to justify	• Perform arithmetic operations on polynomials
• Understand what are the key components that defines a linear function	• Apply the laws of exponents to rational exponents	• Make connections between zeros of polynomials and solutions of polynomial equations
• Work with exponential functions and compare them to linear functions	• Create and solve equations and inequalities (including absolute value) and exponential and quadratic equations that arise from functions	• Recognize that rational numbers extend the arithmetic of integers by allowing division by all numbers except 0
• Work with patterns and number sequences to extend an understanding of sequences as functions	• Learn when quadratic equations do not have real solutions, the number system can be extended so that solutions exist analogous to the way in which extending whole numbers to negative numbers allows one to have a solution	• Synthesize information about functional families. Extend work with exponential functions to include solving exponential equations with logarithms
	• Graph linear, exponential, and quadratic functions	• Explore the effects of transformations on graphs of diverse functions, in order to abstract transformations on a graph that have the same effect, regardless of the type of the underlying functions
	• Work with functions that model data and choose an appropriate model function by considering the context that produced the data	
	• Recognize rates of change, growth and decay, end behavior, roots, and functions	
MEASURES		
• FIAB and IAB (1 per semester)	• FIAB and IAB (1 per semester)	• FIAB and IAB (1 per semester)
• Final Exam	• Final Exam	• Final Exam

FUTURE READY Preschool through Grade 5

PRESCHOOL AND TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
PTK	K	1	2	3	4	5
• Learn relationship skills	• Learn relationship skills	• Achieve self-awareness	• Achieve social awareness	• Learn cause and effect of behaviors and participate in problem solving	• Develop interpersonal skills	• Learn how to make responsible decisions and choices
• Clearly express needs and wants	• Achieve school wide behavior expectations	• Learn study skills and goal setting	• Learn self-control when working and playing with others	• Learn how to apply media and technology to enhance organizational study skills and how these skills relate to college and career success	• Learn about secondary and postsecondary opportunities through high school field trips	• Achieve and exhibit self-regulation
• Develop and practice empathy	• Learn the difference between home and school	• Achieve personal responsibility	• Achieve an understanding about setting goals	• Achieve and review annual goals related to literacy and numeracy benchmark assessments	• Achieve and review annual goals related to literacy and numeracy benchmark assessments	• Attend workshops on how to navigate middle school coursework and how that relates to college and career opportunities
	• College and career day	• Attend college and career day	• Learn how to make connections between school, real life, college and career		• Learn how academic assessments relate to school course opportunities	• Achieve and review literacy and numeracy benchmark assessments in relation to middle school courses
						• Attend college field trip

MEASURES

• Desired Results Developmental Profile (DRDP)	• Social Emotional Learning (SEL) skills on report card	• Home to School Communication Log in Synergy	• Behavioral data	• Behavioral data	• Social Emotional Learning (SEL) Survey	• Social Emotional Learning (SEL) Survey/Behavioral Data/ Positive Behavioral Intervention Supports (PBIS) Acknowledgment
	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment	• Student goal sheet assignment in Synergy gradebook	• Student Planner review/ organizational check form	• Secondary presentation attendance logs in Synergy	• College and career workshop attendance logs in Synergy
	• College and career day attendance log in Synergy	• College and career day attendance log in Synergy	• Positive Behavioral Intervention Supports (PBIS) Acknowledgment System	• Student goal sheet monitoring in Synergy	• Student goal sheet and progress monitoring	• Middle school course pattern analysis
					• Complete English Language Arts and Math District Performance Tasks	• Field trip attendance log in Synergy

FUTURE READY Grade 6 through Grade 12

SIXTH GRADE (6)	SEVENTH GRADE (7)	EIGHTH GRADE (8)	NINTH GRADE (9)	TENTH GRADE (10)	ELEVENTH GRADE (11)	TWELFTH GRADE (12)
• Achieve and exhibit self-regulation	• Achieve social awareness and relationship skills	• Achieve responsible decision making	• Achieve interpersonal skills	• Take PSAT	• Take Advanced Placement, SAT, ACT, and/or ASVAB exam	• Earn early college credit
• Learn about grade point average and grading standards	• Create postsecondary goals	• Learn about A-G requirements	• Learn about career technical education pathway	• Learn about financial aid options	• Review UC/CSU A-G requirements and 4 Year Plan	• Complete UC/CSU A-G requirements and 4 Year Plan
• Achieve self-advocacy strategies and how to pursue academic supports	• Attend civic/community engagement projects	• Attend Career Technical Education exploration and summer enrichment	• Attend college or career field trip	• Review 4 Year Plan with a counselor	• Achieve credit requirements with a “C” or better grade	• Complete FAFSA
• Attend college and career guest speaker events	• Attend workshops on how to navigate high school coursework and course offerings	• Create a 4 Year Plan with a counselor	• Achieve credit requirements with a “C” or better grade	• Achieve credit requirements with a “C” or better grade	• Complete requirements for the Seal of Biliteracy, Seal of Civic Engagement or Military Leadership	• Complete a career technical education pathway
• Attend college and career workshops	• Attend college and career instructional strategies workshop	• Attend PSAT Bootcamp	• Attend Future Ready Week	• Attend Future Ready Week	• Complete financial literacy lessons	• Achieve credit requirements with a “C” or better grade
			• Review 4 Year Plan with counselor		• Attend college or career field trip	• Participate in Future Ready Week

MEASURES

• Behavioral data	• Behavioral data	• Behavioral data	• Setting goals worksheet	• PSAT results	• AP tests, SAT, ACT and/or ASVAB results	• Transcript analysis/ 220 credits
• Study skills task	• Habits for success task	• Identifying potential careers worksheet	• 4 Year Plan Setting long and short-term goals	• Financial aid workshop attendance log	• Transcript analysis/ 180 credits	• Synergy FAFSA data collection
• Career interest worksheet	• Community project participation/ bridge building mentorship attendance data in Synergy	• 4 Year Plan	• College and career fair attendance log and student survey	• Transcript analysis/120 credits	• College and career readiness indicator	• College and career readiness indicator
• Guest speaker attendance log	• High school coursework workshop attendance log	• PSAT results	• Transcript analysis/ 60 credits	• Workshop attendance log	• Financial aid attendance log	
• College and career workshop attendance log	• Attendance log in Synergy			• Attendance log in Synergy	• Attendance log in Synergy	

EDUCATION SERVICES

324 N. Palm Ave., Rialto, CA 92376

P: (909) 879-6004

kec.rialto.k12.ca.us/educationservices