

Rialto Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 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	Cynthia Pool
Email Address	cpool@rialtousd.org
School Website	https://rialtomiddle.rialto.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	36-67850-6059455

2025-26 District Contact Information

District Name	Rialto Unified School District
Phone Number	(909)820-7700
Superintendent	Dr. Alejandro Álvarez
Email Address	alejandroalvarez@rialtousd.org
District Website	https://www.rialto.k12.ca.us/

2025-26 School Description and Mission Statement

Rialto Middle School (RMS) is committed to ensuring that all students achieve academic and personal success through a standards-based curriculum, positive decision-making, and strong partnerships with families and the community. Schoolwide goals for the 2025–2026 school year include maintaining a safe and inclusive learning environment, increasing student academic achievement, and preparing students for a successful transition to high school.

The mission of Rialto Middle School—Home of the Tigers who ROAR with Integrity and Determination—is to support every student through a safe and supportive learning environment, rigorous and culturally relevant instruction, meaningful family engagement, respect for diversity, and clear college and career readiness pathways.

RMS is staffed by highly qualified teachers who collaborate regularly in grade-level and content-area Professional Learning Communities (PLCs). Wednesdays are designated as minimum days to provide structured time for professional development, instructional planning, and data analysis in support of continuous improvement.

Principal Cynthia Pool brings more than 20 years of educational experience and provides instructional leadership focused on high expectations, positive relationships, student well-being, and a strong, supportive school culture.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	326
Grade 7	339
Grade 8	352
Total Enrollment	1,017

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.1
Asian	0.8
Black or African American	8.8
Filipino	0.2
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.5
White	1.1
English Learners	22
Foster Youth	0.6
Homeless	7.1
Socioeconomically Disadvantaged	88.4
Students with Disabilities	9.6

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.

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)	44.3	87.08	1003.3	87.7	234405.2	84
Intern Credential Holders Properly Assigned	1.5	2.95	17.9	1.57	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	4.38	48.7	4.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	3.04	13.1	1.15	11953.1	4.28
Unknown/Incomplete/NA	1.2	2.53	60.8	5.32	15831.9	5.67
Total Teaching Positions	50.9	100	1143.9	100	279044.8	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.

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)	38.2	83.16	1005.2	86.43	231142.4	83.24
Intern Credential Holders Properly Assigned	1.3	3	14.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	3.83	33	2.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.59	14.5	1.25	11746.9	4.23
Unknown/Incomplete/NA	3.8	8.38	95.8	8.24	14303.8	5.15
Total Teaching Positions	45.9	100	1163	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	42.1	89.4	996.4	85.5	230039.4	100
Intern Credential Holders Properly Assigned	0.8	1.76	26.5	2.28	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	4.58	40.8	3.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.76	21.2	1.82	12112.8	4.34
Unknown/Incomplete/NA	1.6	3.45	80.3	6.9	13705.8	4.91
Total Teaching Positions	47.1	100	1165.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	2
Misassignments	2.20	0.7	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	1.7	2.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.6	0
Local Assignment Options	1.50	0	0.3
Total Out-of-Field Teachers	1.50	0.7	0.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.7	1.5	0.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2	0	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 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 Course: English 7 Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 California Collections Student Edition — Textbook - Hardback — English California Collections Student Workbook — Consumable — English Course: English 8	0

	Houghton Mifflin Harcourt School Publishers Houghton Mifflin California Collections / 2016 California Collections Student Workbook — Consumable — English California Collections Student Edition — Textbook - Hardback — English	
Mathematics	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 *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	0
Science	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 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 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	0
History-Social Science	Course-Based History/Social Science Course: Soc St 6 National Geographic National Geographic World History / 2018	0

	World History Ancient Civilizations — Textbook - Hardback — English Course: Soc St 7 National Geographic National Geographic World History / 2018 World History Medieval and Early Modern Times — Textbook - Hardback — English Course: Soc St 8 National Geographic National Geographic World History / 2018 American Stories Beginning To World War I — Textbook - Hardback — English	
Foreign Language	N/A	0
Health	Health & Wellness: 6th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:06 Adopted 5/25/2005 for Health 6 Health & Wellness: 7th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:07 Adopted 5/25/2005 for Health 7 Health & Wellness: 8th Grade Pupil Edition [Book] Macmillan/McGraw-Hill 2006 California Grades:08 Adopted 5/25/2005 for Health 8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	0
Visual and Performing Arts	Art and the Human Experience: A Personal Journey Davis Publications 2002 Grades:06 Adopted 10/11/07 Art and the Human Experience : A Global Pursuit Davis Publications 2001 California Grades:07 Adopted 10/11/07 Art and the Human Experience: Art a Community Connection Davis Publications 2001 Grades:08 Adopted 10/11/07	0
Science Laboratory Equipment (grades 9-12)	NA	0
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

School Safety

The safety of students and staff is a top priority at 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, the School Site Council has developed a comprehensive School Site Safety Plan. The Safety Plan was most recently updated in March 2025; any revisions and updates are reviewed immediately

School Facility Conditions and Planned Improvements

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

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 drills, 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 daily throughout the school year, with a particular 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, the Rialto Unified School District administers a scheduled maintenance program 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 the major repair or replacement of existing school building components and any necessary 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

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. At the time of publishing, facilities inspection data for this site was not yet available, as its inspection is scheduled to take place between January and February 2026.

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) BUILDDING D: G-208 - STAINED CEILING TILE (REMEDIED 11/28/23)

School Facility Conditions and Planned Improvements

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	39	38	42	47	48
Mathematics (grades 3-8 and 11)	16	19	21	24	35	37

2024-25 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	1043	992	95.11	4.89	39.15
Female	492	476	96.75	3.25	42.02
Male	551	516	93.65	6.35	36.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	93	86	92.47	7.53	26.74
Filipino	--	--	--	--	--
Hispanic or Latino	909	870	95.71	4.29	40.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	33.33

White	--	--	--	--	--
English Learners	221	199	90.05	9.95	10.55
Foster Youth	--	--	--	--	--
Homeless	96	78	81.25	18.75	24.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	930	882	94.84	5.16	35.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	104	89.66	10.34	5.83

2024-25 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	1043	1010	96.84	3.16	19.15
Female	492	483	98.17	1.83	14.97
Male	551	527	95.64	4.36	22.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	93	90	96.77	3.23	12.36
Filipino	--	--	--	--	--
Hispanic or Latino	909	883	97.14	2.86	20.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	0.00
White	--	--	--	--	--
English Learners	221	213	96.38	3.62	6.57
Foster Youth	--	--	--	--	--
Homeless	96	90	93.75	6.25	11.11
Military	0	0	0	0	0

Socioeconomically Disadvantaged	930	900	96.77	3.23	16.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	107	92.24	7.76	1.89

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.52	24.32	19.99	26.31	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	350	339	96.86	3.14	23.89
Female	165	162	98.18	1.82	19.14
Male	185	177	95.68	4.32	28.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	32	96.97	3.03	21.88
Filipino	--	--	--	--	--
Hispanic or Latino	297	287	96.63	3.37	24.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	64	64	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	309	298	96.44	3.56	21.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	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.

2024-25 California Physical Fitness Test Participation Rates					
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%	100%	100%	100%	100%

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.
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2025-26 Opportunities for Parental Involvement
Parents and guardians, as well as community members, play a crucial role in supporting the educational program at Rialto Middle School. Families are encouraged to be actively involved in their child's education through volunteer opportunities, participation in school activities, and membership on advisory committees and councils. These include the English Learner Advisory Committee (ELAC), the African American Parent Advisory Council (AAPAC), the School Site Council (SSC), the Multi-Tiered System of Supports (MTSS) Committee, and the Parent Institute for Quality Education (PIQE). Opportunities such as Coffee with the Principal further support open communication and family engagement. Rialto Middle School regularly hosts family engagement events and informational meetings to support student learning and school connectedness. These events include Family Nights with guest speakers, AVID Parent Night, science events, and Math and Literacy Family Nights, which focus on strategies families can use to support academic success at home. These activities are offered throughout the school year to strengthen partnerships between the school and families.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1133	1091	335	30.7
Female	537	523	170	32.5
Male	596	568	165	29.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	102	97	39	40.2
Filipino	--	--	--	--
Hispanic or Latino	983	949	281	29.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	8	50.0
White	14	11	3	27.3
English Learners	269	254	79	31.1
Foster Youth	13	--	--	--
Homeless	118	107	48	44.9
Socioeconomically Disadvantaged	1016	980	323	33.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	122	53	43.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15.31	10.39	7.94	6.27	5.33	3.64	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.25	0.08	0	0.12	0.08	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.94	0.00
Female	7.64	0.00
Male	8.22	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	18.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	25.00	0.00
White	0.00	0.00
English Learners	8.18	0.00
Foster Youth	30.77	0.00
Homeless	10.17	0.00
Socioeconomically Disadvantaged	8.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	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.

2025-26 School Safety Plan

The safety of students and staff is a top priority at Rialto Middle School. All visitors are required to sign in at the main office and wear a visitor pass while on campus. Supervision is provided before school, during nutrition and lunch periods, and after school to support student safety. This supervision is shared among administrators, teachers, and authorized volunteers.

Rialto Middle School has a comprehensive School Site Safety Plan developed in collaboration with the School Site Council and in compliance with California Education Code sections 32280–32289.5. The plan was most recently reviewed and updated in May 2025 and is communicated to staff following any revisions. Key components of the plan include school rules and procedures, campus safety data, staff notification systems, child abuse reporting procedures, dress code expectations, suspension and expulsion policies, sexual harassment policies, safe ingress and egress procedures, and emergency response protocols.

The Safety Plan addresses preparedness and response for a wide range of emergencies, including natural disasters and human-caused incidents. Regular drills and training are conducted for various events, including earthquakes, fires, lockdowns, evacuations, medical emergencies, and other potential safety threats. Policies and procedures are in place to address bullying, discrimination, harassment, violence, and concerns related to student welfare, as well as to provide support for mental health, substance abuse prevention, and truancy intervention.

Rialto Unified School District works collaboratively with school staff, families, community partners, and local first responder agencies to maintain a safe, orderly, and supportive learning environment. Ongoing training, coordination meetings, and effective communication ensure that safety practices remain current and promote the well-being of both students and staff.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	19	14	6
Mathematics	21	16	14	5
Science	23	9	16	5
Social Science	22	8	18	5

2024-25 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	361.67

2024-25 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)	3
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$104,762
Percent Difference - School Site and District	N/A	N/A	10.5	-4.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-33.3	-3.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,531	\$60,863
Mid-Range Teacher Salary	\$96,855	\$93,575
Highest Teacher Salary	\$131,321	\$125,548
Average Principal Salary (Elementary)	\$151,942	\$157,645
Average Principal Salary (Middle)	\$163,938	\$165,341
Average Principal Salary (High)	\$180,646	\$182,580
Superintendent Salary	\$383,367	\$357,064
Percent of Budget for Teacher Salaries	27.92%	30.36%
Percent of Budget for Administrative Salaries	3.91%	4.88%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement			