



RIALTO HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**595 S. Eucalyptus Ave.
Rialto, CA 92376**

Rialto Unified School District

February 7, 2018

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Western Association of Schools and Colleges**

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Student and Community Profile Data

Rialto High School is one of three comprehensive high schools in the Rialto Unified School District. Rialto High follows a traditional schedule, with the regular school day beginning at 7:25 a.m. and ending at 2:16 p.m., with some zero and seventh period classes available. There are 24 collaboration days and 12 minimum days scheduled for staff development, teacher collaboration, and the continued development of Professional Learning Communities. The continued goals of Rialto High are to maintain a safe learning environment, increase parent involvement, and increase student achievement. We have experienced continued growth in the area of parental involvement, especially with involvement in our Parent Center, and participation in School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the African American Advisory Committee (AAAC).

During the 2016-17 school year, Rialto High had 117 certificated staff members. The number of teaching staff at Rialto High School has remained consistent since our last WASC visit in 2014-15. Our certificated staff includes our principal, four assistant principals, seven counselors, regular instructors, special education teachers, one psychologist, student activities director, athletic director, a math intervention strategist, and a language development intervention strategist. The total student enrollment at Rialto High for the 2016-17 school year was 2,564. The student population reflects the surrounding community, with 89.3% identified as Hispanic or Latino, 6.2% identified as Black or African American, 2.2% identified as White, and the remaining 3% identifying as other ethnicities, such as Asian or American Indian.

Strategic Planning

During the 2016-17 school year, Rialto High School began to implement Strategic Planning. Site level facilitators were trained by the Cambrian Group in both what Strategic Planning is and how to create a Strategic Plan with a school staff. The Cambrian Group defines Strategic Planning as: “the method by which a community continuously creates artifactual systems to serve extraordinary purpose.” Rialto High formed a strategic planning site team that consisted of the principal, teachers, classified

staff, parents, community members, and students. The strategic planning site team created a new mission, objectives, and tactics for Rialto High School. Additionally, Rialto High School created Tactic Teams to come up with Action Plans for each tactic created by the Strategic Planning Team. Similar to the Strategic Planning Team, the Tactic Teams were made up of administrators, teachers, classified staff, parents, community members, and students. Several Strategic Planning team members also served on a Tactic Team. By the end of the 2016-17 school year, a completed Strategic Plan was presented to and approved by the Superintendent. Rialto High School was also able to classify Action Plans into a Year One, Year Two, or Year Three designation (See Appendix). Rialto High plans to continue working on Strategic Plan implementation throughout the 2017-18 school year.

Mission Statement

During our previous WASC visit, our Mission Statement was: “The Mission of Rialto High School is to provide a safe and supportive learning environment that encourages high expectations for success and lifelong learners who have the ability to adapt to a diverse and changing world.” During the Strategic Planning process, our Strategic Site Planning Team developed a new mission statement. This new mission statement reflects our identity, our purpose, and our critical attributes. The newly adopted mission statement for Rialto High School is: “The mission of Rialto High School, the realm where noble Knights lead and persevere, is to ensure that students develop skills and discover individual talents to achieve personal success and become productive members of their community through a dynamic system distinguished by: consistent and high expectations, a safe and supportive environment, innovation, and integrity and respect.” The determination was made to revise Rialto High’s mission statement based on the training provided by the Cambrian Group. According to the Cambrian Group, a mission statement should be “a bold declaration of what the organization intends to be” while also creating a declaring a new reality. Our new mission statement reflects the new direction Rialto High School is headed in as we continue to develop and implement our Strategic Plan.

Objectives and Tactics

Similar to our revision of our school's mission statement, Rialto High School also created Objectives and Tactics through the strategic planning process. During our previous WASC visit, Rialto High School had a Vision statement and a Values statement that accompanied our school's mission statement. While undergoing the site development of Rialto High's Strategic Plan, Objectives and Tactics were developed to replace our Vision and Values statements. According to the Cambrian Group, objectives are "tied very closely to the mission statement," and are strategic in nature and "the overarching results that must be pursued by the total organization." During Rialto High's site strategic planning process, our site strategic planning team developed a total of three objectives: 1) Every Knight will excel at his/her highest level; 2) Every Knight will be a responsible citizen who contributes to the community; and 3) Every Knight will select a pathway that supports his/her future aspirations. These three objectives are closely connected to our new Mission Statement, and are also linked to our Tactics.

Tactics at the site level in strategic planning, are "how the organization intends to acquire and deploy resources to accomplish its mission and objectives." During our site strategic planning process, Rialto High School developed three tactics: 1) We will provide enrichment and intervention opportunities for students; 2) We will foster school and community relationships; 3) We will empower students with the necessary skills to pursue their aspirations. Throughout the 2016-17 school year, Tactic Teams developed Action Plans to address all aspects of assigned tactics. Similar to the Strategic Planning Team, the Tactic Teams were made up of a mixture of teachers, administrators, classified personnel, students, parents, and community members. Each Tactic Team developed as many Action Plans as they deemed necessary in addressing their tactic. Tactic Team leads then presented these Action Plans to the initial Strategic Planning Committee for approval. Once all Action Plans were approved, the entire Strategic Plan was presented to the Superintendent for approval. The Rialto High School Strategic Plan was approved by the Superintendent in the Spring of 2017. Since then, our Strategic Planning team has been determining implementation years for the various Action Plans that were developed. The Rialto High School tactics created by

Tactic Teams align with the both the Local Control Accountability Plan (LCAP) and the Rialto Unified School District Strategic Plan.

Student Achievement Data

College and Career Readiness and the Advanced Placement (AP) Program

The Advanced Placement (AP) program at Rialto High is growing as students continue to challenge themselves academically. Since our 2014 WASC visit, the number of students enrolled in AP courses has increased from 850 in 2014 to 986 in 2017. Our increase in student enrollment in AP courses has also increased the need for extra sections of AP and honors classes that previously only had enough students to fill one section. RHS has also been fortunate to add additional AP courses, such as AP Chemistry and AP Human Geography based on student interest. During the 2016-17 school year, an AP Plan was developed to help increase the passing rate on all AP tests. The plan included additional training for AP teachers, collaborating with neighboring schools that offer the same AP courses, and a concentrated effort by teachers and students to decrease the number of students receiving an AP score of 2, while also increasing the number of students who receive an AP score of 3 or higher. One way to motivate students to meet this goal has been to offer a luncheon to all students who received a passing AP score of 3 or higher on any AP test taken. As AP scores are not available until July, this luncheon will occur during first semester of the 2017-18 school year.

	2013	2015	2016	2017
Total Number of AP Students	514	473	516	986
Number of AP Exams	866	801	836	913
AP Students with scores of 3+	237	141	219	283
% of AP Students with scores of 3+	46.1	29.8	42.4	30.9

Rialto High School received a College Readiness Block Grant. This grant has provided us with \$92,000 per year for a three year period. We are currently in the second year of this grant. The purpose of this grant is to increase the number of students that not only enroll at colleges and universities, but also complete an

undergraduate degree within four years. Rialto High School will use funds from this grant to provide trainings to teachers on how to motivate, inspire, and help AP students build crucial collaborative and teamwork skills. This grant will also allow for Saturday workshops and study sessions so students can better prepare for exams, such as the SAT, the ACT, and AP exams. The College Readiness Block Grant will also allow Rialto High School to purchase or upgrade technology, such as new computers, graphing calculators, and new software, such as Albert.io. All of this will allow our AP program continue to grow, as well as allow teachers to use online learning programs such as Khan Academy and Vocabulary.com, which provides students with opportunities for focused individualized practice outside regularly assigned course work. These programs allow students to tailor their learning needs and focus on skills specific to the areas that need the most practice. RHS students are improving their AP scores. More students are earning passing scores of three or higher, and the implementation of our AP plan will provide the forward momentum we need to continue growing and expanding our AP program at Rialto High School.

Rialto High School also has a Career Center open to all students. A full time College and Career Center Technician oversees the day to day operations of the Career Center. It is open daily from 7:00 am to 4:00 pm, and sometimes later depending on the needs of the students. Our College and Career Center Technician is available to answer any college and/or career questions students may have, both in person and through electronic apps, such as Remind. The Career Center also provides classroom presentations on topics such as FAFSA, SAT/ACT, the college application process, and career preparation. Students are also able to sign up in the Career Center to listen to presentations from outside speakers from a variety of colleges, careers, or the military. Finally, the Career Center hosts many workshops and college and career fairs, both for students and parents.

Advancement Via Individual Determination (AVID)

The RHS AVID Program is comprised of approximately 13.5% of the student population. All AVID students meet at least one of the designated criteria for inclusion in the program: first-generation college student, traditionally underrepresented in college,

and/or 2.0-3.5 grade point average on selection into AVID. Nearly one-hundred percent of AVID students in the past five years have completed A-G requirements for admissions to the UC/CSU system and have taken the SAT and ACT. In the past five years, over 98% of AVID seniors applied to at least one four-year University. AVID students have higher attendance rates than their peers. One-hundred percent of AVID seniors have graduated high school on time in the past five years. The AVID program is also proud to announce their recognition by the Teens Make a Difference Foundation as the top school for community service for the 2013-2014 and 2016-2017 school years.

AVID Student Enrollment	2013-14	2014-15	2015-16	2016-17
AVID, Grade 9	62	70	93	84
AVID, Grade 10	48	49	88	101
AVID, Grade 11	70	52	57	87
AVID, Grade 12	68	74	52	42
Total Number of AVID Students	248	245	284	314

Culinary Arts

Culinary Arts & Management I and II prepare students for gainful employment and/or entry into post-secondary education in the food production and service industry. Students develop marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning and work-based learning opportunities. Students in the Advanced Culinary Arts' classes will attend the district culinary academy facility which provides access to a commercial kitchen. The students take a double-blocked class in order to refine culinary skills and achieve valuable certifications for a potential career in the Foodservice and Hospitality Pathway. All of the Culinary Arts classes are articulated with San Bernardino Valley Community College, and they meet A-G requirements.

Culinary Arts Student	2013-14	2014-15	2015-16	2016-17
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Enrollment				
Culinary Arts, I-II	111	120	134	63
Culinary Arts, Advanced	32	24	30	52
Total Number of Culinary Arts Students	143	144	164	115

Navy Jr. Regional Occupational Training Corp. (NJROTC)

The Rialto High School NJROTC program continuously maintains exceptional enrollment levels and selflessly provides thousands of community service hours every year for our school, city, county, and community as a whole. These community service hours include, but are not limited to, school carnivals and festivals, city and county events, Memorial Day and Veterans Day events, visits to provide cheer to children in hospitals during the holidays, folding and presenting the National Ensign to family members of fallen veterans, marching in parades, and conducting color guard events for various ceremonies within our community. These numerous events have been extremely successful and have raise much needed funds for local charities, as well as school supplies for those in need within our community. In addition to community service, our NJROTC Unit has various teams that compete weekly against other JROTC units throughout California and Arizona. These teams include our Armed Drill Team, Unarmed Drill Team, Color Guard Drill Team, Cyber-Patriot Team, Academic Team, Physical Fitness Team, Sports Teams, and our Public Speaking Team.

Our NJROTC Program operates under the Navy’s Core Values of Honor, Courage, and Commitment. It is designed to instill and promote a sense of citizenship, service to community and self, leadership, followership, teamwork, personal responsibility, accomplishment, health and well-being, self-discipline, and respect, all while encouraging a completion of high school and a continuance of post-secondary education. Our NJROTC Unit has received amazing levels of appreciation in the form of awards, trophies, plaques, monetary donations, and verbal praise from high level officials. The Rialto High School NJROTC Unit has a variety of facets, and at its core is our strong belief that we have proven highly successful in “transforming ordinary

teenagers into hard-working cadets that will be successful in the world inside and outside of high school.”

NJROTC Student Enrollment	2013-14	2014-15	2015-16	2016-17
NJROTC 1	79	80	84	62
NJROTC 2	39	44	51	44
NJROTC 3	35	28	22	29
NJROTC 4	9	23	18	6
Total Number of NJROTC Students	162	175	175	141

Visual and Performing Arts

Rialto High’s Visual and Performing Arts (VAPA) department continues to operate at a high level of success. During the 2016-17 school year, several of our students received awards and/or scholarships for their art pieces. Three of our students won the Congressional Art Award with Pete Aguilar’s office, with one student receiving the honor of having her art piece hanging in Washington, D.C. for one year. Rialto High School students also received second place, third place, and honorable mention at the Rialto Unified School District Art Show, with one student receiving a scholarship. Our art students also participated in The Memory Project, where they painted portraits of orphans in the Ukraine and in Syrian refugee camps. The Memory Project presented these student painted portraits to these orphanages.

The RHS theatre program also continues to grow in popularity and prominence. Not only are our theatre classes A-G compliant and a great course for students desiring to attend college, they also give students the opportunity to perform in front of an audience. This often gives students the inspiration to try something new and push their boundaries. The advanced theatre group, Broadway Knights, creates and performs several student-written plays a year, including Monster Bash. Monster Bash is completely student written, directed, staged, costumed, and choreographed. Our theatre program also offers open auditions for the entire student body. This gives students the opportunity to participate in a theatre production even if they have no room in their schedule for the class. Hundreds of students audition each year. Although, all students

are not cast, many of those who do not get cast participate in the crew. Every show has dozens of students participating in some way.

Theatre Student Enrollment	2013-14	2014-15	2015-16	2016-17
Theatre I	86	91	80	89
Theatre II	19	5	14	9
Theatre III	22	15	18	10
Theatre IV	6	17	16	26
Improvitational Comedy	33	33	31	24
Musical Theatre	33	62	40	28
Total Number of Theatre Students	199	223	199	186

APEX Program

During the 2014-15 school year, Rialto High School began using a new independent study credit recovery program, APEX. APEX is a digital learning curriculum used by schools and school districts across the nation. Rialto Unified District's goal is to ensure that our students are prepared for college, work, and life. Our APEX Blended Learning model is designed to increase our graduation rate, increase our number of A-G students, lower our dropout rates, and improve exam scores. The APEX program replaced the A+ program that was in use from January 2010 through May 2014. The previously used A+ program provided credit recovery, but did allow students to take A-G approved courses. The APEX program was selected and approved by the School Board and School District because it provides students with credits towards graduation while also offering A-G approved courses. This then allows students to meet both graduation requirements as well as college requirements. Currently, Rialto High School offers A-G courses in English 9, 10, 11, and 12, Math 1, 2, 3, and 4, World History, U.S. History, Economics, Government, Spanish 1, 2, and 3, Biology, and Physical Education. The APEX program does also offer non A-G courses that students can take for credit recovery. All A-G courses currently offered are also available as a non A-G course, as well as Earth Science and Health. Rialto High School's goal for the APEX program is to increase student enrollment in these courses, as well as increase the number of students who successfully complete one or more

APEX course offering.

STEP-UP

Rialto High School offers attendance recovery, SAT test preparation, tutoring, and APEX (credit recovery) through our school sponsored STEP-UP Saturday program. Due to the funding that is received from and for this program, STEP-UP is primarily focused attendance recovery and intervention, but there are opportunities available for enrichment, such as field trips. Students attending STEP-UP can make-up and recover absences, while also receiving extended educational support through Saturday sessions. The intervention offered during STEP-UP includes, but is not limited to, teacher tutoring, SAT and AP prep sessions, Wellness Center small groups, and NJROTC sponsored events. STEP-UP is available to all students, and is staffed with certificated teachers.

Intervention

Teachers from all content areas continue to offer tutoring before and after school. In addition to the individual teacher tutoring that occurs outside of the regular school day, Rialto High School also offers some targeted intervention classes. The students enrolled in these classes are struggling long-term English Learners or other students struggling in math and English. For our struggling long-term English Learners, we offer the following intervention classes: High School English EL Prep, Strategies for Academic Success (SAS), and College and Career Prep (CCP). Both the High School English EL Prep class and the SAS class are offered as a block with a college prep English class. The English/ High School English EL Prep block is offered in grades 9-12, while the English 9/SAS block is only offered at the ninth grade level. These blocked classes allow the English teacher to utilize the Designated ELD curriculum available with the adopted ELA Study Sync textbook, as well as other intervention methods, such as tutorials and reading or vocabulary programs. The CCP class is a strategic-level support course intended for designated struggling long-term 9th-12th grade English Learners. This class is designed to provide support, academic monitoring, and tutoring to each student. The writing process, collaborative learning and reading are the core strategies of the program, since mastery in such strategies directly correlates with high school and college success. There is an emphasis on study

skills, organization, test taking skills, note taking, and college and career research. The primary goal of the CCP class is to help English Learners reclassify while also teaching the skills needed to be successful in high school and beyond. For the 2017-18 school year, Rialto High School has on staff two full time employees that are Intervention Strategists, one in the area of math and another in the area of English language development (ELD). Our Language Development Strategist teaches the CCP classes, and works primarily with struggling long-term EL students. Our Math Intervention Strategist works with a targeted group of students in the ninth or tenth grade that are struggling with math skills. Similar to the CCP courses, the math courses taught by our Intervention Strategist provides content area support, as well as academic monitoring and tutoring to all students on their case load.

Link Crew

Another area of intervention Rialto High School is utilizing is Link Crew. This program was previously offered, but was on hiatus after the Link Crew coordinator retired at the end of the 2015-2016 school year. Link Crew is offered to juniors and seniors as an elective class, and provides these students with skills and curriculum so they can interact with an assigned group of ninth graders in a meaningful and impactful way. Currently, Link Crew has 63 link crew leaders. Since the beginning of the school year, Link Crew has hosted a successful back to school orientation and pep rally for our incoming ninth graders, provided academic follow-up classroom lessons, offered after school tutoring, participated in a variety of community service opportunities, and hosted a variety of social interactions, such as Scary Movie “Knight” in October, lunch with Link Crew leaders, a winter dance for ninth graders, and a “Cocoa and Cram” study session for finals. Academic follow-up classroom lessons, which began in October 2017, will continue throughout second semester, and will cover topics such as using your resources and perspectives.

Parent Involvement

Parent Center

Our Parent Center was established in the fall of 2011, and is overseen by the

Principal's Office. It offers support to parents through on-site computer classes, parenting education classes, English classes, and the opportunity to participate in committees such as, English Language Advisory Committee (ELAC), African American Advisory Committee (AAAC), and School Site Council (SSC). The Parent Center also provides parents and community members with volunteer opportunities at Rialto High School, as well as some workshops of interest to our parents, such as a citizenship prep class led by our principal, Arnie Ayala. The goal of the Parent Center is to provide community resources, increase parent involvement and educational support for parents. All Parent Center volunteers are district approved, and they are actively involved in school community activities such as sports, band, ballet folklorico, supervision, Rialto High's Annual Take Your Parent to School Day, the Rialto Unified Parent Summit, and with teacher assistance.

Take Your Parent to School Day (TYPTSD)

Take Your Parent to School Day (TYPTSD) began as an annual event during the 2013-2014 school year. This event allows the parents of students the opportunity to shadow their student throughout their school day. Parent participation in this program has been steadily increasing since its implementation in 2014.

Parent Participation Numbers

TYPTSD			
2013-2014	2014-2015	2015-2016	2016-2017
94	174	70	128
Parent Summit			
2013-2014	2014-2015	2015-2016	2016-2017
144	154	162	167

Coffee with the Principal/ Coffee with the Counselors

Both events are opportunities for parents to meet and obtain valuable information from the Principal and the Counselors. Coffee with the Principal is held four times throughout the year (approximately twice a semester). Separate English and Spanish sessions are held for parents to attend. Some of the topics discussed relate to current events affecting the school, committee opportunities available, and the Principal's open door policy. The Coffee with the Counselors sessions are offered twice a year, and also offer separate English and Spanish sessions. The Counselors use this opportunity to introduce themselves to parents, to review transcript information, and to explain the importance of the Cal Grant. Both Coffee with the Principal and Coffee with the Counselors include an opportunity for parents to ask questions or raise concerns.

Family Leadership Institute

The Family Leadership Institute (FLI) was started during the 2016-17 school year, and included 50 participants. FLI provides families with knowledge and tools to help their children be successful in school and in life. This is done through a series of workshops that are taught in Spanish by Principal Arnie Ayala and three other feeder school administrators. All facilitators have familiarity with the immigrant or migrant experience. During the 2016-17 school year, module one was covered with FLI participants. For the 2017-18 school year, modules two and three will be covered during a series of workshops. FLI has helped to not only provide parents and caregivers with tools to help their children achieve academic success, but has also increased the engagement of families in their children's education, while also showing how parents and caregivers can be in active participant in the school and community.

Significant School Changes and Developments

Patient Care Pathway

The Patient Care Pathway at Rialto High School began in the 2017-18 school year. The pathway will incorporate the core subjects of English and science. The goal of the patient care pathway is help students matriculate into post secondary education by providing them with valuable work and career experience. The pathway will follow a four year format. The first year of the pathway will include a year long introduction to healthcare. Year two will be devoted to the teaching of medical terminology through a new course called the Language of Medicine. During year three, students will decide on a patient care pathway focus: medical assistant, or sports medicine. The fourth and final year of the pathway will allow students the opportunity to participate in a work based learning capstone related to their area of focus.

Public Service Pathway

The Public Service Pathway at Rialto High School began during the 2016-17 school year. The pathway incorporates the core subjects of English, science, and social studies. The goal of the public safety pathway is help students matriculate into post secondary education by providing them with valuable work and career experience. Currently, in the Rialto Unified School District, Rialto High School is the only high school to offer the Public Service Pathway. The pathway will follow a four year format. The first year of the pathway will include an introductory class called Careers in Law Enforcement. Years two and three will focus more on various aspects related to law enforcement. The fourth and final year of the pathway will allow students the opportunity to participate in a work based learning capstone related to the area of law enforcement, and students will take an advanced law enforcement course. The Public Service Pathway also includes many educational field trip opportunities, such as field trips to local courthouses, jails, and also field trips to La Sierra University.

Math, Engineering, Science Achievement (MESA)

MESA started as an after-school club in 2005 and has continued to increase in numbers over the past twelve years. As part of the MESA program, students design

and build various projects to compete against other high schools. The success of the MESA program at RHS served as a model for Cathedral City High School when they created MESA classes at their school. The MESA program at RHS also partners with two local organizations: UC Riverside and the West Valley Water District. UCR hosts the local competitions, provides college tours, assists with courses and college planning, offers scholarship opportunities, and serves as a resource for students interested in Science, Technology, Engineering, and Math (STEM) fields. The partnership with the West Valley Water District allows RHS to participate in the Inland Solar Challenge, an event where students must design, build, and compete in a solar powered boat competition. RHS has participated in this event for the last eight years. West Valley Water District makes a significant yearly donation to the MESA program for the parts and supplies needed to build the solar boat. MESA is a program that fits right in as RHS continues implementing to Common Core State Standards (CCSS), and the newly adopted Next Generation Science Standards (NGSS). In many respects MESA is one step ahead. Students are already engaged in project-based learning and developing critical thinking and problem solving skills that apply to current and relevant projects. The MESA program also provides students with access to a cross-curricular education, as many the projects require students to integrate science, math, and English skills when creating the projects and writing accompanying lab reports.

The MESA program has expanded in the last couple of years to meet the growing needs of our students. Building upon the success of the program at Rialto High, a MESA Thematic Pathway was developed to foster college and career readiness. Students begin the MESA Pathway during their Freshman year, taking Intro to Engineering. During the next three years they continue to take MESA as their primary elective, with course offerings such as Computer Science, and Drafting and Design. Those students that are part of the MESA Pathway also share a common set of core teachers who are developing Linked Learning lessons to further integrate the curriculum across subjects. The MESA Pathway culminates with the MESA Senior Seminar course. This course is a senior capstone course for MESA students, and it

allows these senior-level students the opportunity to design, develop, build and present a project of their choosing. The course is A-G approved, and it is also now available statewide through the MESA Program.

The growth of the program has been aided by student successes at local, regional, and national competitions. Students have earned numerous awards and trophies, allowing our program to stand out at both the school and district level. In 2015 and 2017, a group of students won a regional Seaperch competition allowing them to participate in the National Seaperch Competition held in Massachusetts and Georgia, respectively. In the most recent competition, the team earned a 12th place finish out of 99 high school teams from around the country. The program has also seen increased parental involvement through site level MESACon events. Parents and families are invited to these quarterly STEM events that are held on a Saturday morning. MESACon allows parents, families, students, and staff the opportunity to observe the projects MESA students have created. There are also student made games and a Makerspace for younger siblings to participate in engineering focused activities at the event. These opportunities have led to increased parental involvement, with many volunteering to help at the MESACon events or volunteering to chaperone field trips.

The success of the Rialto High School MESA program has also been recognized and honored by other organizations. When UC Riverside introduced the MESA High School of the Year award seven years ago, Rialto High was the first school to receive this distinction. The Rialto High MESA program has gone on to earn this honor two additional times, with the last time being in 2015. The Amazon Corporation has also recognized our MESA program’s success and dedication to students by awarding the program a \$10,000 grant in 2016. The funds from this grant were used to purchase VEX robotics kits and Seaperch underwater robotics kits for the students.

MESA Student Enrollment	2013-14	2014-15	2015-16	2016-17
MESA, Grades 9-12	97	105	128	126
MESA, Advanced	N/A	N/A	N/A	24

Total Number of MESA Students	97	105	128	150
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Positive Behavior Interventions and Supports (PBIS)

PBIS is a proactive approach to establishing a system of expected positive behaviors, and developing the behavioral supports and culture needed to effectively support the behavioral, social-emotional, and academic needs of every student. Implementation is broken down into three levels of support: Tier I, Tier II, and Tier III supports. Tier I systems and supports are universal and designed for use with all students. Tier I supports promote a positive classroom and school environment through a systematic approach with consistent expectations. Tier II supports are designed to help the approximately 5-15% of the student population who struggle to be successful in one or more areas within the Tier I systems and supports. Some Tier II strategies are already in place within our Wellness Center. This center provides individual support for students in crisis as well as conducts targeted support group circles with professionally trained staff members in order to provide intervention and support for students who may need Tier II intervention. Several staff members are part of the National Curriculum Training Institute (NCTI) team. These staff members have been certified as facilitators for the Crossroads and Real Colors programs, and are able to run the support group circles in the Wellness Center. These staff members include: Robert Carroll, Carmen De La Cruz, Bibiana Franks, Darryl Jackson, Amanda McLeod-Weiser, Laura McMullen, and Leticia Tapia. Laura McMullen is currently a Teacher-on-Special-Assignment (TOSA) who serves as the director of the Wellness Center, and who was recently awarded the Recognition of Service to Youth Award from the Juvenile Justice and Delinquency Prevention Commission of San Bernardino County. Besides providing targeted group circles, the Wellness Center has recently opened a Meditation Garden. This Meditation Garden provides both students and staff with a space that will be utilized for guided meditations, group counseling, reflection, and brain breaks. Additional Tier II systems that are being developed include the use of Link Crew, which utilizes a peer to peer support model. The last level of support, Tier III supports, is designed for the 1-3% of our student population that need individual, intensive behavioral intervention. Tier III supports have not been formally implemented yet.

The full implementation process for schoolwide PBIS is structured to take between three to five years. Rialto High School's PBIS is in its second year of training, and first year of formal, schoolwide implementation. Although Rialto High School is still in the early stages of implementing PBIS, we have already received recognition for the great strides we have made so far. In 2016 Rialto High School received a bronze award from the PBIS Coalition, and in 2017 we received a silver award from the same coalition. Our PBIS team meets regularly to address the professional development needs of the staff, the planning of Tier II and III supports, and to develop our systematic implementation structures. The PBIS team also conducts meetings on our schoolwide PBIS focus areas (Staff Support, Family Engagement, School Culture, Incentives, and Interventions). These sub-committees meet regularly to create action plans that support our overall schoolwide goals and structures. Membership in these committees includes students, staff, and parents. The PBIS team itself represents a broad spectrum of professionals on our campus to include the following areas of specialty: teacher, administrator, special education, behavioral specialist, school psychologist, counselor, at risk counselor, campus security, and attendance specialist. Currently, we have designed a thorough, systematic structure addressing all Tier I features, and we will have fully implemented all Tier I features by the end of the 2017-18 school year. Currently, we have a behavioral statement of purpose, three schoolwide behavioral expectations (Respect, Responsibility, and School Pride), and a schoolwide behavioral matrix outlining expectations throughout our campus. In addition, the entire staff has been trained on creating behavioral matrices for their classrooms or work areas, with the majority of our staff having this matrices developed and posted. All staff has also been trained in using a positive approach to discipline. Additionally, a "positive language" script has been created to encourage positive teacher to student, and student to student interactions. Further, we have begun training staff in Tier II strategies and concepts. While we have not formally implemented Tier II supports schoolwide, many Tier II elements and structures in place through the Wellness Center. Lastly, we are using the "PBIS Rewards" app schoolwide as a systematic way to provide incentives and interventions. This program will also provide us with a consistent and reliable source of data that we can use to assess its effectiveness.

Multi-Tiered System of Support (MTSS) Assessment

Recently, a diverse team of staff from Rialto High School gathered together to administer and evaluate the school's initial MTSS implementation status. The SWIFT FIA is a self-assessment tool that is used to examine the current status of schoolwide practices, and to provide a basis for successfully including ALL students who live within the school community. Rialto High School was the first school in the district to administer this assessment.

Based on the results of the FIA, Rialto High School is starting at 26% implementation of MTSS, with the strongest domain being Administrative Leadership. This domain has 42% implementation. The next strongest domain is Family and Community Engagement, at 33% implementation. Both Inclusive Academic and Behavior Support and Policy Structure and Practice are each around 25-28% implementation, and the biggest area of need is Integrated Educations Framework which is at 0% implementation.

Staffing Changes

Overall, staffing has remained consistent amongst classified, certificated, and administrative staff. Our principal, Arnie Ayala, has been at Rialto High School since the 2013-14 school year. This has allowed the school to grow and flourish under consistent leadership. Along with our principal, our other administrative staff has seen some movement, but has overall maintained a consistent feel. During the 2015-16 school year we had to replace an assistant principal, but since this new member to our administrative team came from within the district many students and teachers were familiar with him. For the 2017-18 school year, we also had to replace an assistant principal, but this new administrative team member has been able to adapt well to our school climate and culture. Since our last WASC visit, we have had some long time staff members retire, but all of these retired members have been replaced with qualified replacements. Additionally, programs have continued to grow even as staff members have retired or stepped down. Also, starting in the 2016-17 school year, new teachers received support from tenured staff, and met regularly to discuss and review school

policies, best teaching practices, and any other concerns or questions our new teachers may have had.

Vocabulary.com and the Writing Center

Both the Rialto Unified School District and Rialto High School are focused on increasing literacy skills. Literacy and literacy skills are being addressed as part of our site level Strategic Plan, and Rialto High School has already made great gains in this area. Since the 2015-16 school year, Rialto High School has been using a vocabulary program called Vocabulary.com. This program was piloted at Rialto High during the 2014-15 school year, with Rialto High being named school of the month in August 2014 and in September 2014. Vocabulary.com became a classroom staple in many classes during the 2016-17 school year. Class of the month competitions were held to honor both a top performing English class and a top performing non-English class, such as a Social Studies, CTE, or AVID class. During the annual Vocabulary.com bowl Rialto High was recognized quite often for our top performance through the monthly internet round-up video Vocabulary.com sends out to all participating schools. Rialto High School came in ninth place overall in the Vocabulary.com Bowl results, and earned a sixth place ranking at the high school level. Along with Vocabulary.com, Rialto High School also opened a Writing Center as a way to address the writing and literacy needs of our students. The Writing Center officially opened its doors during the 2016-17 school year. The Writing Center allows students to receive writing assistance and tutoring in a low-risk and comfortable environment. Teachers can refer students to the Writing Center, or students can drop by during Writing Center hours. Our Writing Center is staffed with both staff and student tutors, helping to make the center a comfortable and inviting environment.

Read Across America and Literacy Night

During the 2016-17 school year, Rialto High's annual Read Across America event was expanded to not only include more participants, but to also include a literacy week and a Literacy Night. For many years neighboring elementary schools have been invited to come to Rialto High School to visit classes and participate in fun and engaging

literacy themed activities. During the 2016-17 school year, not only did elementary school classes visit Rialto High School, but we sent various student groups to several of our local elementary schools to participate in their on campus Read Across America day events. Our football players visited Kordyak Elementary school, and groups of AVID students visited a Dunn Elementary School Pre-school class and Casey Elementary School. All student groups were able to engage in a variety of literacy based activities, such as reading aloud to students, playing games, and making crafts. Leading up to Read Across America, Rialto High also had a variety of literacy week themed activities and dress up days, such as Read My Shirt Day and Red Fish, Blue Fish, Wear Knight Blue Day. Literacy week and Read Across America culminated with our first annual Literacy Night. This event was held in our school's library, and consisted of several different stations. Parents, students, and staff were encouraged to attend, and those who did attend were able to participate in a library scavenger hunt, a book walk, literacy workshops, and poetry readings. Both Read Across America and Literacy Night were fun and engaging events that highlighted the importance of literacy for all age levels.

Math Night

Along with our first ever Literacy Night, the math department hosted a Family Math Night. This event was an opportunity for parents/guardians and students to participate in an interactive math lesson, discuss some of the common misconceptions related to math, and explore some math websites, such as ALEKS and Khan Academy. Several members of the math department worked diligently on organizing and implementing this fun and interactive family event. Similar to Literacy Night, the math department is planning to make Family Math Night a yearly event for Rialto High School.

Science Fair

Students enrolled in AP Biology and other science classes are able to enter a science fair project in our district science fair. The students enrolled in AP Biology are required to work in groups on a science fair project. These science fair projects are judged by our science department at the school level, with qualifying school projects

moving onto the district level. The district judges use similar criteria to the school level judging, and since 2015 many Rialto High science fair projects have advanced to county, state, and even international level. In 2015, four RHS science fair projects advanced to the county level, and two projects advanced from the county to the state level. In 2016, five science fair projects advanced to the county level, but due a transition in management at the county level, no projects advanced to the state level. In 2017, six projects advanced to the county level, three projects advanced to the state level, with one project receiving special recognition at the state level. 2017 was also when two projects advanced to the Intel International Science and Engineering Fair (ISEF), a first for Rialto High School.

Ongoing School Improvement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) replaced the California Standards Test (CST), with scores available beginning in 2015. In the fall of the 2016-17 school year, all staff attended a professional development training session that reviewed CAASPP scores in math and English, as well as key information about the CAASPP exam. The information that was shared reviewed the big shifts in literacy that affect Social Studies, Science, and Technical Subjects, the importance of Common Core anchor standards, and the importance of justifying your answer in math. Although the CAASPP exam at the high school level only tests 11th graders, the professional development training session stressed the importance of preparing students at all grade levels and in all subject areas. As a result of the new CAASPP exam, several instructional plans were created to help better prepare students for this exam.

ELA CAASPP Data	2015	2016
Standard Exceeded	9%	14%
Standard Met	29%	30%
Standard Nearly Met	32%	28%
Standard Not Met	30%	27%

Math CAASPP Data	2015	2016
Standard Exceeded	3%	4%
Standard Met	16%	13%
Standard Nearly Met	27%	27%
Standard Not Met	54%	56%

CELDT/ELPAC Plan

During the 2016-17 school year, the CELDT Plan (now called the ELPAC Plan) was created to help targeted English Learners (EL) meet reclassification criteria. This plan began at the beginning of the 2016-17 school year, and consisted of a teacher/classroom component, and a Language Development Coach component. Ilene

Estrada, our Language Development Coach, developed the CELDT Plan, and actively worked with teachers and students to make it a success. The teacher/classroom component of the plan asked teachers to review various aspects of the CELDT exam, such as listening, speech functions, or writing. These review sessions were designed to only take up 10 minutes of class time, so as not to disrupt regular classroom instruction. The Language Development Coach component was where Ilene Estrada met one-on-one with struggling EL students. She reviewed the reclassification criteria with these students, and also monitored student grades through weekly grade checks students were required to submit. At the start of the CELDT Plan, 102 of our EL students were listed as a Level 3. After completing the CELDT and the CELDT Plan, 56 out of 102 students had increased their CELDT score one or more levels. This achievement plan will be modified to address the new ELPAC exam. The new ELPAC Plan will still include the teacher/classroom component, and the Language Development Coach component. The ELPAC Plan will not go into full implementation until second semester of the 2017-18 school year. Teachers also receive relevant EL training through offered SIOP training and EL Shadowing training.

CAASPP Plans

Along with the CELDT Plan, the 2016-17 school year also saw the implementation of CAASPP Plans in Math and English. These CAASPP Plans were designed to help prepare students for the CAASPP exam taken during their junior year, and were utilized with junior level students. The ELA CAASPP Plan focused on the multiple choice portion of the CAASPP, and targeted only students in English 11 or AP English Language. The ELA CAASPP Plan was in place from November of 2016 through March of 2017. The plan asked teachers to give a CAASPP-like reading assessment to students twice a month, with teachers reviewing and analyzing data during PLC collaboration time. The math CAASPP plan was also utilized with juniors. It asked all math teachers with juniors to give common bell work related to the math targets covered on the CAASPP. For the 2017-18 school year, modifications have been made to both the ELA and math CAASPP Plans. The ELA CAASPP plan will now be implemented by English 10, English 11, and AP English Language teachers. The plan

will still focus on the multiple choice portion of the CAASPP, using CAASPP-like assessments available with the Study Sync ELA adopted materials. The revised ELA CAASPP plan also requires teachers to give a monthly assessment, and review the data with students. Students will track their progress on the various CAASPP practice assessments given, as well. This will allow students to take on a much more active role in their learning and preparation for the CAASPP exam. The revised ELA CAASPP Plan will run from September through March during the 2017-18 school year. The revised math CAASPP Plan will be created by each math PLC group, so that it both prepares juniors for the CAASPP while also addressing the math needs of students.

Technology

Technology resources available to both students and staff have improved greatly since our previous WASC visit. During the 2016-17 school year, all certificated staff members, including administrators, teachers, and counselors, received a Surface Pro. Additionally, funding was provided that allowed us to purchase additional computer laptop carts, that are primarily in use in all math and science classrooms. English and social studies classrooms have shared access to laptop carts, as well as new desktop computers. Rialto High also has a total of nine computer labs available to students. Teachers have also been provided with technology based professional development opportunities, such as Google classroom training.

Progress on Critical Areas for Follow-up/ Schoolwide Action Plan

During our 2014-2015 WASC Self-Study visit, a total of six Critical Areas of Need were identified. Three Critical Areas of Need were self-identified by Rialto High School during the self-study process, and three additional Critical Areas of Need were identified by the WASC Visiting Committee. In the three years since our WASC Self-Study visit, Rialto High School has made significant progress towards addressing these six Critical Areas of Need.

Critical Area of Need 1 Reflection

Increase graduation rates through improvement in CAHSEE, attendance, intervention and development of a Response to Intervention model.

Rialto High School self-identified the increasing of graduation rates as a Critical Area of Need. Although our graduation rate had started to improve, this Critical Area of Need was identified so we could continue an even greater increase in this area. Since our 2014-15 WASC visit, graduation rates at Rialto High School have shown a steady incline.

Rialto High School Graduation Rates	
2014-15	89%
2015-16	92%
2016-17	95%

This increase in graduation rates can be attributed to improvements in the areas of attendance and intervention. The California High School Exit Exam (CAHSEE) was suspended with the passing of Senate Bill 172 in October of 2015, so this component on our Critical Area of Need has been deemed null and void. In the area of attendance, improvements have been through the use of the following strategies: communication to parents through Parent Link, parent conferences (SART and attendance contracts), trainings with staff about proper attendance recording procedures, STEP-UP utilized as a way to recover student absences, tardy sweeps throughout the school day, PBIS rewards, providing bell-to-bell instruction through the use of engaging activities, and improvements between staff and student rapport. The use of these varied strategies

has resulted in consistent rate of 96% student attendance each year. This in turn has resulted in increases to our graduation rates.

2014-15 Attendance Rates	
August	97.75%
September	97.01%
October	96.50%
November	96.06%
December	96.35%
January	96.21%
February	96.21%
March	95.98%
April	95.67%
May	96.54%
Total	96.55%

2015-16 Attendance Rates	
August	98.53%
September	97.58%
October	97.25%
November	96.36%
December	95.98%
January	97.65%
February	96.74%
March	95.88%
April	95.19%
May	95.35%
Total	96.54%

2016-17 Attendance Rates	
August	98.07%
September	97.47%
October	96.76%
November	96.27%
December	96.03%
January	96.73%
February	95.75%
March	96.02%
April	95.96%
May	94.53%
Total	96.34%

Along with improvements in the area of attendance, Rialto High School has worked to improve in the area of interventions. Since our 2014-15 WASC visit, Rialto High School has opened a Writing Center and a Wellness Center. Both the Writing Center and the Wellness Center offer support services in a variety of areas. We continue to offer teacher tutoring, but now also offer tutoring through Link Crew and/or through tutorials provided in intervention classes, such as our College and Career Prep (CCP) class and our Strategies for Academic Success (SAS) class. We have also worked to improve previously offered interventions, such as parent-teacher conferences, PBIS/Wellness Center intervention referrals, APEX credit recovery, and SAT Saturday Prep Classes.

All of these improvements and refinements to the areas of attendance and intervention have helped us to steadily increase our graduation rates since our 2014-15 WASC visit.

Critical Area of Need 2 Reflection

Better prepare students for college and career by increasing rigor in the classroom.

Critical Area of Need 2 was also self-identified as an area of need by Rialto High School. Since our 2014-15 WASC visit, we have worked to improve rigor in the classroom, believing that this will better prepare students for college and career. We have done this by increasing our efforts to provide reading and writing instruction across the curriculum. Many of our teachers and classes utilize Costa's levels of thinking and depth of knowledge (DOK) questioning. Many teachers have received AVID training, and are incorporating AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies into their lesson plans. Our core classes of math, English, science, and social studies provide students with rigor and relevant instruction via formative and summative assessments given, educational field trips, student interactive workbooks, and access to weekly current events. Our elective courses also provide rigorous instruction through the use of career portfolios, opportunities for internships and job shadowing, and project based learning. Finally, our Special Education classes provide career transition courses for graduating seniors, so that they can make a smooth transition between school and the workforce.

Rigorous instruction that prepares students for college and career is not limited to the inside of the classroom. Outside of the classroom, our Career Center and counseling departments provide grade level presentations that review academic requirements for high school graduation. Additional presentations are available that provide information regarding the college admission process, FAFSA and college application workshops for both parents and students, opportunities to tour college and university campuses, access to college speakers, and assistance preparing scholarship portfolios. These varied opportunities for rigorous instruction inside and outside of the classroom are helping to prepare our students for college and career.

Critical Area of Need 3 Reflection

Increase number of students prepared for college by working with counseling, PLCs and AVID to increase A-G completion.

Since our 2014-15 WASC visit, Rialto High School has worked to increase the number of students prepared for college, as identified in Critical Area of Need 3. Our counseling department has worked to increase the number of A-G courses available, allowing students to take courses that will prepare them for college. A-G audit training has also been provided to counselors and selected teaching staff, so that all counselors and Career Center personnel are aware of what courses are A-G compliant. Counselors are also hosting grade level presentations that review A-G requirements and graduation requirements, so that all students are aware of what is needed for graduation and beyond. Counselors also meet with students on an individual basis to review transcripts, and to discuss graduation and A-G requirements.

Department and grade level PLCs have also taken a more active role in regards to preparing students for college. Many PLCs use online programs, such as Vocab.com and ALEKS to better prepare students for college. Both the math and the English departments offer SAT prep classes during Saturday STEP-UP sessions. Training was also provided by Solution Tree to all department chairs and designated grade level PLC leads, so that PLCs are creating more focused SMART goals and are using data from Common Formative Assessments (CFAs) to drive classroom instruction. Finally, teachers have been provided with Google Classroom training. Many teachers are utilizing Google Classroom, as well as other 21st technology, to enhance instruction and better prepare students for college.

Our AVID site team continues to increase the number of students prepared for college by building up their site team. The AVID site team has expanded since our 2014-15 WASC visit, with more teachers teaching an AVID elective course and/or using AVID strategies in the classroom. Teachers are not only continuing to attend AVID trainings and workshops, but they are sharing the knowledge gained from these workshops with their students and their colleagues. Our AVID teachers also work well as a team, maintaining the same expectations and level of consistency from grade 9 through grade 12. This includes, but is not limited to, the use of grade checks,

planners, note-taking strategies, and tutorials.

Critical Area of Need 4 Reflection

Develop, implement, and monitor SMART goals to increase student learning success.

Rialto High School has developed, implemented, and is currently monitoring SMART goals to increase student learning success in department and grade level PLCs. The English department grade level PLCs have SMART goals and use data from CFAs and other assessments to monitor progress. The Math department PLCs annually assess and revise SMART goals based on student achievement. The Science department PLCs are developing and sequencing topics and assessments so that they align with the New Generation Science Standards (NGSS). The Foreign Language department PLC currently has one unifying SMART goal. The Visual and Performing Arts (VAPA) department PLCs have essential standards that serve as their SMART goals, and that are assessed through written tests and final visual products. In addition, the VAPA department uses common academic vocabulary. Finally, the Physical Education department PLC has well developed SMART goals, and regularly uses data from assessments to monitor progress on a weekly and quarterly basis.

PLC training was provided to all department chairs and PLC leads during the 2016-17 school year resulting in more structured PLCs, and a better understanding as to how to create and monitor SMART goals. The English and Math departments have also developed CAASPP plans within their PLCs as an additional way to support and increase student learning and success. An ELPAC plan has also been developed by our Language Development Strategists for use with our English Learners. Finally, the new California Dashboard has been introduced to staff, and will be used to further guide instruction and modify SMART goals.

Critical Area of Need 5 Reflection

Use common formative assessments across all departments, include teachers in the process of developing assessments and incorporate student progress into Data Walls.

Common formative assessments (CFAs) are being used in all departments to

varying degrees. Department and grade level PLCs have allowed all teachers to participate in the process of not only developing these assessments, but also reviewing data so that it informs classroom instruction. The English and math department PLCs have led the way in creating CFAs and using the resulting data to inform instruction. All English and math classes administered the i-Ready reading and math assessment at the beginning of the school year, with follow-up assessments scheduled for two more times during the school year. Teachers are able to utilize the data from these diagnostic assessments to better determine and understand a student's reading and math level. Additionally, the math department administers District created assessments, and uses the ALEKS program for knowledge checks. The English department has grade level PLCs that have created quarterly CFAs. The data from these CFAs is analyzed and used to inform future SMART goals and instruction. Many classes also use Vocabulary.com to reinforce academic vocabulary, with some utilizing the Vocabulary.com assessment component. The ninth grade science PLC is currently creating CFAs that are aligned to NGSS. PLCs for science courses in grades 10-12 are still sequencing the courses from the California NGSS framework. Until the sequencing of courses is complete, current 10-12 grade students will use past assessments and curriculum in science. Our social studies department has also begun to develop grade level CFAs, and the PLCs work together to create lesson plans and align instruction.

Our non-core courses have also worked in PLCs to create CFAs and align instruction. Our CTE department has many common or diagnostic assessments specific to the course being taught. Our computer and keyboarding classes administer a common timed typing test, culinary arts administers a measurement skills test and a safety sanitation test, while our Automotive classes administer diagnostic tests on a regular basis. Our physical education department has been using CFAs for quite a while, and they maintain the data from these assessments on their department data wall. They also monitor their SMART goal about increasing passage rates on state fitness tests, and use CFAs to monitor progress. Finally, our VAPA department administers a common summative assessment that incorporates academic language taught in all VAPA classes.

Critical Area of Need 6 Reflection

Provide highly structured professional development to provide all staff access to trainings and foster innovative curriculum and use of common strategies.

Since our 2014-15 WASC visit, structured professional development opportunities have increased to provide all staff access to common strategies. Our staff has had the opportunity for trainings in the following areas: PBIS, English Learners, career pathways/CTE, technology, PLCs, and where applicable, counseling, science, English, and math. Our PBIS trainings have included many staff wide trainings related to the foundations of PLCs, community circles, and restorative practices. Additionally, some staff members have received professional development related to the Wellness Conference or Link Crew. Professional development opportunities have also been provided staff wide, with some staff members receiving additional training opportunities. Staff wide professional development opportunities related to ELs has included developing language objectives, the use of differentiation in the classroom, and the new ELA/ELD framework. Teachers in the core subject areas of English, math, science, and social studies have also received SIOP training, and EL shadowing training is currently being provided to selected EL teachers. Our ELA teachers have started to receive yearly calibration training, along with a release day in which district writing performance tasks are scored and reviewed. Science teachers have been receiving training and working with the district to plan and align curriculum with the NGSS curriculum now available. Our career pathways and CTE teachers have also received training related to Linked Learning and creating effective career pathways. Our counseling department PLC has also received professional development training in regards to transcripts, financial aid, and preparing college applications. Our staff has also been working to build its technological proficiency by attending offered trainings related to Google classroom, i-Ready, and our new PBIS Rewards app. Finally, all department chairs and PLC grade level leads received PLC training during the 2016-17 school year. This has helped to strengthen our department and grade level PLCs.

Schoolwide Action Plan Refinements

The biggest refinement made to the schoolwide action plan is the alignment of the LCAP goals with the strategic plans created and implemented by the school district and by Rialto High School. As previously stated, based on the strategic planning process, Rialto High School rewrote its mission statement, and added objectives and tactics. These changes allowed us to omit the previously written vision and values statements.

The newly aligned LCAP goals now clearly align with the Rialto High School strategic plan. Our identified Tactic 1 is that “we will provide enrichment and intervention opportunities for students.” This aligns with LCAP Goal 2, which focuses on providing students with access and opportunities to support learning in an environment focused on continuous improvement. Rialto High’s Tact 2 states that “we will foster school and community relationships.” This aligns with LCAP Goal 3, which focuses on providing a safe and engaging learning environment. Finally, our Tactic 3 states that “we will empower students with the necessary skills to pursue their aspirations.” This aligns with LCAP Goal 1, which emphasizes that all Rialto Unified students will succeed at all grade levels. The alignment between the LCAP goals, Rialto High School’s Tactics, and the District’s Strategies, is outlined in the chart below.

The realignment of the LCAP goals to the district and site strategic plans has resulted in necessary changes throughout the schoolwide action plan, in regards to timelines. These adjustments also reflect recommendations made throughout the strategic plan. Finally, the new California School Dashboard is beginning to be implemented. As implementation continues, necessary changes may occur to future schoolwide action plan revisions.

Rialto High School Tactics		
Tactic 1: We will provide enrichment and intervention opportunities for students	Tactic 2: We will foster school and community relationships	Tactic 3: We will empower students with the necessary skills to pursue their aspirations
Local Control Accountability Plan (LCAP) Year Reviewed: 2016-2017		
Goal 2: Conditions for	Goal 3: Engagement	Goal 1: Achievement

<p>Learning</p> <p>Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement</p>	<p>Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.</p>	<p>All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.</p>
<p>Rialto Unified Strategic Plan</p>		
<p>Strategy 2:</p> <p>We will provide rigorous and relevant instruction that supports each student's unique learning style.</p>	<p>Strategy 4:</p> <p>We will bridge school and community learning opportunities</p>	<p>Strategy 1:</p> <p>We will provide diverse avenues for learning both inside and outside the classroom.</p>
<p>Strategy 3:</p> <p>We will create a culture of high expectations within RUSD.</p>	<p>Strategy 5:</p> <p>We will ensure full engagement of RUSD families in the education of their children.</p>	<p>Strategy 7:</p> <p>We will ensure resources and assets are allocated and developed to directly support student learning experiences.</p>
<p>Strategy 6:</p> <p>We will ensure we have exemplary staff who meets the unique needs and aspirations of our diverse students.</p>	<p>Strategy 8:</p> <p>We will streamline and simplify the dynamics of our organization.</p>	

Commendations and Recommendations

Commendations

Since our 2014-15 WASC visit, Rialto High School has made significant progress towards addressing our critical areas of need. In addition to the significant progress already mentioned, Rialto High has also received several prestigious awards. Our PBIS team was recognized by the PBIS Coalition in 2016 with a Bronze award and again in 2017 with a Silver award. Also in 2017, Rialto High School was named a Best High School by U.S. News, receiving a Silver ranking. These awards Rialto High has received shows that our staff and student continue to work at a high level.

Recommendations

Although Rialto High has made significant progress in addressing our critical areas of need, there are some areas we need to continue to address. One such area is the development and implementation of a schoolwide Response to Intervention (Rtl) model. We currently have an Rtl model, but our PBIS team is working to make refinements to this model. They plan to create an academic and a behavior Rtl model. This new Rtl model will be ready to share with staff by the end of the school year. The development of this academic and behavior Rtl model will allow us to have one consistent schoolwide Rtl model, rather than individual department models. This will also allow our staff to consistently and systematically utilize the intervention services available, allowing us to provide better instruction to our students.

Another area that we plan to continue to address, is rigor in the classroom. During the Strategic Planning Process that occurred at the District level, a clear definition of what rigor is emerged. This definition will allow our site to make necessary modifications to the ongoing instruction provided to students. Several staff members have already attended training related to A-G courses and requirements. This information will be shared with the entire staff, so that all have a better understanding regarding what an A-G course is and how we can help students meet these requirements.

Rialto High School continues to move in the right direction. We have made significant progress on many of our critical areas of need, and we will continue address those areas that are still a need.

APPENDIX

A. Strategic Plan- Phasing of Action Plans

Tactic 1: We will provide enrichment and intervention opportunities for students.	Year 1	Year 2	Year 3	Year 4	Year 5
Action Plan 1: Each student and their family will have opportunities to participate in the Rialto High School culture.					
Action Step 1: Each parent/guardian will have the opportunity to attend a parent university that will increase parent involvement that will include but is not limited to: navigating our campus both onsite and online, gearing up for college, making the most out of high school, family health and wellness.		X			
Action Step 2: Rialto High School will plan and provide opportunities for all families to attend and participate in family nights.	X				
Action Step 3: Rialto High School will provide all students with student planners that include but is not limited to: academic calendar, counselor assignments, activity/athletic calendar, basic math operations, periodic table, and conversion charts.	X				
Action Step 4: Rialto High School staff, parents, and students will attend and participate in a back to school carnival including the following but not limited to: meeting teachers, counselors, and administrators, activities and athletics, and parent and career centers.	X				
Action Step 5: Rialto High students will create and utilize an app that will be available to the Rialto High community that will provide school information.		X			
Action Plan 2: Each student is provided with a variety of learning experiences.					
Action Step 1: Each student will have the opportunity to expand their knowledge and awareness of life outside of the classroom. Including but not limited to colleges, business and museums.	X				
Action Step 2: Each student will have the opportunity to listen and interact with guest speakers in order to increase their awareness of real world dynamics. Speakers are including but not limited to: professional, inspirational, informational, and educational.	X				
Action Step 3: Each student will have the opportunity to intern with a variety of professionals to give students a concrete perspective of assorted career choices.		X			
Action Step 4: Each student will have the opportunity to participate in community service to cultivate their civic responsibilities and explore career possibilities.	X				
Action Step 5: Rialto High School will build community partnerships with local business and governmental agencies in order for students to develop a connection to their communities.		X			
Action Plan 3: Each student is provided with skills and training to be successful beyond high school.					
Action Step 1: Each student will have the opportunity through career exploration elective classes to identify individual career interests that include but are not limited to: possible team rotation of different career topics and online career exploration class.			X		
Action Step 2: The school will provide opportunities for students to develop hands on skills that include but are not limited to: internships, trade schools, military and business, banking, accounting.		X			
Action Step 3: Staff members will bring their experience and creativity into developing a career exploration club that includes but is not limited to: field trips and community service.	X				
Action Step 4: Rialto High School will host annual college and career and job fairs that will include but is not limited to: local businesses and colleges.		X			
Action Step 5: The school will provide students the opportunity to learn principles of money management to be financially responsible citizens that include but are not limited to car buying, credit, interest, budgeting, financing your education, and retirement.			X		
Action Plan 4: RHS will provide opportunities for students to monitor their own wellness.					
Action Step 1: Rialto High School will partner with local medical groups to provide health, stress and holistic health classes for students.		X			
Action Step 2: Yoga/meditation will be offered as both a PE alternative and as a PBIS service to all students.	X				
Action Step 3: A mental health counselor will be added to the counseling department to provide mental health services for all students.			X		

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Action Step 4: All students will be able to participate in a school/community garden on campus will be used to create salad bar in the cafeteria including but not limited to: agriculture classes and greenhouse.			X			
Action Step 5: Fitness club will provide fitness classes/experiences to all staff and students that include but are not limited to: self defense, aerobics, Zumba and Yoga.		X				
Action Plan 5: We will provide each student with a variety of educational choices based on personal interests.						
Action Step 1: Rialto High School will provide a variety of Honors and Pre AP courses for students to choose from that include but are not limited to: Honors Social Studies, Honors PE, Honors English, Honors Psychology, Honors Science, and Anatomy and Physiology.			X			
Action Step 2: Rialto High School will provide an elective course in financial and career literacy which covers but is not limited to: budgeting, applying and understanding loans, applying for FAFSA, learning stocks, practical economics, resume basics, and filling out applications.			X			
Action Step 3: Rialto High School will provide optional foreign languages in addition to French and Spanish. Including but not limited to: American Sign Language, Mandarin, and Arabic.			X			
Action Step 4: Rialto High School will provide an opportunity to earn an AP International Diploma for students who score a 3 or higher on 5 AP exams in specific areas, AP Seminar and AP Research over the course of 4 years.			X			
Action Step 5: Rialto High School will provide opportunities to learn abroad via a foreign exchange program with options for state and international exchange.					X	
Action Step 6: Rialto High School will provide additional teacher driven, online courses in a variety of subjects such as but not limited to: Drivers Ed, core classes and elective course.			X			
Action Step 7: Rialto High School will provide after school and online dual enrollment in early college, high school and middle college high school programs					X	
Action Step 8: Rialto High School will provide additional elective and summer school courses such as but not limited to: Home economics, Parenting 101, Opportunities for late start classes (2nd-7th).		X				
Action Plan 6: We will provide students with varied opportunities for intervention when they are experiencing struggles in classes.						
Action Step 1: Rialto High School will provide a 30 minute tutorial period in which students can get help from their teachers, complete homework, or read.		X				
Action Step 2: Rialto High School will provide restart classes for students who fail a semester of a year long class in the second semester.	X					
Action Step 3: Rialto High School will provide online restart classes for students who fail a class.	X					
Action Step 4: Students who do not meet academic requirements will be placed on academic probation with a prescribed set of steps to remove themselves from the probation.		X				
Action Step 5: Rialto High School will create an advisory class that focuses on helping students stay on track and has a teacher monitoring student progress in their academic classes. Students would have the same advisory teacher for four years.		X				
Action Step 6: Counselors and administrators stay with a student group for four years.	X					
Action Step 7: Rialto will create a student led/teacher supervised tutoring center.	X					
Action Step 8: Create a cross-age tutoring class where students can serve as tutors in classes to help students who are struggling.			X			
Action Step 9: All classrooms will have small libraries of books that students can access when they have finished work for the day.	X					
Tactic 2: We will foster school and community relationships.						
Action Plan 1: All students, parents, and staff will feel welcome, safe, and valued at Rialto High School.						
Action Step 1: Implement a welcome back kick off orientation for all students to foster a positive connection at RHS: Grade level picnics, Spaghetti dinner, and Dinner theater.	X					

Action Step 2: Establish a planning committee to organize and ensure implementation of various school wide activities.	X				
Action Step 3: Conduct a student climate survey and use data to develop programs.	X				
Action Step 4: Establish and maintain a cross grade mentoring program.	X				
Action Step 5: Develop opportunities for all staff members to build community.	X				
Action Step 6: Establish a quarterly awards program to recognize student's diverse achievements.	X				
Action Step 7: Develop parent activates that make RHS inviting to them.	X				
Action Plan 2: Students will take ownership of their school and community through community service enrichment opportunities.			X		
Action Step 1: Establish community service requirement for all students.			X		
Action Step 2: Create an on-campus community service center to facilitate community service opportunities.			X		
Action Step 3: Develop a data bank of student interests and available community service opportunities.		X			
Action Step 4: Develop partnerships with organizations and government agencies to provide students with local community service opportunities.		X			
Action Step 5: Develop opportunities for community service on campus.	X				
Action Step 6: Establish and maintain oversight of the community service program.			X		
Action Plan 3: Students will gain work experience by participating in internship opportunities within the community.		X	X		
Action Step 1: Create an internship program that serves students in grades 11 and 12.			X		
Action Step 2: Establish and maintain oversight of the on campus internship program.			X		
Action Step 3: Develop affiliation agreements with community organizations, businesses, and government agencies.		X			
Action Step 4: Develop and administer student interest surveys in order to make appropriate placements within the internship programs.		X			
Action Step 5: In order to attract prospective participants to the internship program, third quarter students will conduct a panel discussion as a culminating activity.		X			
Tactic 3: We will empower students with the necessary skills to pursue their aspirations.					
Action Plan 1: Students will write clearly, coherently, and grammatically for life and career situations.					
Action Step 1: Provide release time for teachers to observe best practices.	X				
Action Step 2: Provide Career/Transition Course to seniors.		X			
Action Step 3: Provide a Resource Center that includes writing and technology components.			X		
Action Step 4: Establish schoolwide grammar rules.	X				
Action Step 5: Grammar/Writing Strategy of the Month supported by all teachers.	X				
Action Plan 2: Students will speak effectively and appropriately in a variety of situations.					
Action Step 1: Provide Career/Transition Course to seniors that teaches skills such as interview skills.		X			
Action Step 2: Provide release time for teachers to observe best practices.	X				
Action Step 3: Accountable Talk stems posted on desks and in student planners.	X				
Action Step 4: Offer a Speech and Debate course.	X				
Action Step 5: Resource Center provides mock interviews.			X		
Action Plan 3: Students will listen actively for understanding and direction in order to formulate appropriate responses.					
Action Step 1: Provide release time for teachers to oversee best practices.	X				
Action Step 2: Offer a Speech and Debate course.	X				

Action Step 3: Teachers will incorporate strategies such as Socratic Seminars, Philosophical Chairs, and Accountable Talk in classroom settings.		X				
Action Step 4: Include Cornell Notes template with Essential Questions in student planners.	X					
Action Step 5: Resource Center provides mock interviews.			X			
Action Plan 4: We will provide necessary resources and guidance in order to further apply technological literacy.						
Action Step 1: Provide staff and students better access to updated technology schoolwide.		X				
Action Step 2: Require consistent use of technology through teacher lesson plans.		X				
Action Step 3: Provide students and staff with a Technology Center and various classes to teach the correct use of technology and computer programs.			X			
Action Plan 5: Prepare students for college level writing.						
Action Step 1: Provide parents workshops in English and Spanish on how they can support student's academic literacy.		X				
Action Step 2: All teachers will require students to complete 3-4 written assignments each semester.	X					
Action Step 3: Provide teachers with professional development in writing strategies.		X				
Action Step 4: Outreach with local colleges to provide workshops to attain college level writing skills.		X				
Action Plan 6: In order to develop better time management skills, students will prioritize goals and responsibilities through the use of planning devices.						
Action Step 1: Provide comprehensive student planners, both digital and hardcopy, that will include weekly grade checks.	X					
Action Step 2: Within the Career/Transition course, students will learn to utilize time management practices for both academic and personal needs.		X				
Action Step 3: Provide appropriate professional development to staff and students.		X				
Action Plan 7: In order to develop stronger social skills, students will model daily the core PBIS values of responsibility, respect, and pride.						
Action Step 1: School will provide a summer institute training with an online component for staff, parents and students to develop appropriate social skills from an in house source.		X				
Action Step 2: Provide comprehensive orientation festival during registration for all incoming students.		X				
Action Plan 8: Prepare students and staff for work readiness by providing the opportunity to learn and practice healthy lifestyle habits.						
Action Step 1: Provide a variety of fitness routines throughout the day by different group sponsors, including clubs and classes.			X			
Action Step 2: Provide opportunity to learn about nutrition and healthy choices.		X				

B. Current Rialto High School Response to Intervention (Rtl) Model

C. California School Dashboard Data