



Warren H. Frisbie Middle School

CDS Code: 36678506059448

2013-14 School Accountability Report Card

Superintendent's Message

Our School Accountability Report Card (SARC) is designed to provide an important view of the academic progress and a reflection of the collective education community, which includes all our most valued stakeholders: students, parents/guardians, teachers, support staff and administrators in the Rialto Unified School District. Not all school districts post DARCS, but we feel, in the Rialto Unified School District, that through transparency and open communication we must provide the community the proper tools to access all our schools' finding.

From the School Accountability Report Card (SARC) you will acknowledge that our District is transitioning from the California State Standards to the California Common Core Standards, in English Language Arts and mathematics. Our teachers and administrators are working diligently to make the "shifts" towards the Common Core implementation. For the greater cause of success for all our students, our vision for excellence must continue through positive and proactive relationships among staff, students and parent/guardians. With knowledgeable, capable and compassionate staff, we will also continue to strengthen and align our core curriculum and assessment to the highest level of academic attainment and assist students to be college and career ready.

Our high school students are given various opportunities to complete the required credits for graduation and earn their high school diplomas. All students will also be offered rigorous, honors and Advanced Placement classes. We want to help produce responsible citizens in our richly diverse communities, who can compete in a global workforce. Through cutting edge technology, with an emphasis on career pathways, our students have more opportunities to be career ready. We are excited to introduce higher educational partnerships with our community college to some of our high school students, who will be able to proudly walk with a high school diploma and an associate's degree, through the Middle College High School Program. Our tremendously awesome task of developing young minds must always be the focal point of our responsibilities. We will do our part in making sure our students are provided quality education in the Rialto Unified School District.

On behalf of the Board of Education, it is my honor to serve as Interim Superintendent of the Rialto Unified School District. Students do not learn alone, they depend on the ingredients of nurturing parents, supportive staff, an eager mind and an atmosphere that welcomes quality instruction. We will always do our best in making sure our students are provided the tools they need to succeed in school and in life.

Sincerely,
Mohammad Z. Islam, Interim Superintendent

Principal

Akinlana Osonduagwuike
aosondua@rialto.k12.ca.us

District Administration

Mohammad Z. Islam
Interim Superintendent

Dr. Edward D'Souze
Associate Superintendent, Secondary Instruction

Jasmin Valenzuela
Associate Superintendent, Elementary Instruction

Thomas Haldorsen
Associate Superintendent, Personnel Services

Syeda Jafri
Director of Communication Services

Board of Education

Edgar Montes
President

Nancy G. O'Kelley
Vice President

Dina Walker
Clerk

Joseph Ayala
Member

Joseph W. Martinez
Member

Marisol Angulo
Student Member

www.rialto.k12.ca.us

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Principal's Message

Frisbie Middle School represents a three year journey for each student to develop confidence in his/her ability to enhance or change their lives and the lives of those around them. We challenge each child to nurture their passion and vision for a better tomorrow by engaging in the educational process and participating in extra-curricular activities. If Frisbie Middle is to be the catalyst for that change, it must become a haven for validating the experiences of students and for producing students who are committed to the idea of being life-long learners. Our staff is committed to excellence in serving our parents and meeting the achievement needs of our children. Dream, Dare, Do!

Akinlana Osonduagwuike
Principal
Frisbie Middle School

Community & School Profile

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

Rialto Unified School District served 26,764 students in grades kindergarten through twelve during the 2012-13 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on both traditional and year-round schedules. Centrally located in the City of Rialto, Frisbie Middle School operates on a traditional calendar schedule. The school served 1,265 sixth through eighth grade students during the 2012-13 school year.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (909) 820-7887.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	407
Gr. 7	403
Gr. 8	455
Total	1,265

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.1
Hispanic or Latino	83.8
Native Hawaiian/Pacific Islander	0.7
White	2.6
Two or More Races	0.5
Socioeconomically Disadvantaged	91.4
English Learners	24.3
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Warren H. Frisbie Middle School	12-13	13-14	14-15
Fully Credentialed	49	48	49
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Warren H. Frisbie Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

**2013-14 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.56	0.44
High-Poverty Schools	99.56	0.44
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Pursuant to the settlement of Williams vs. the State of California, 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 11, 2013.

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 if necessary. 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. The table displays information collected in November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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Textbooks and Instructional Materials	
Year and month in which data were collected: June 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>High Point (Basics): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-1223-X \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD I</p> <p>High Point (Level A): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0901-8 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD II SLRW</p> <p>High Point (Level B): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0933-6 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD II ALAL</p> <p>High Point (Level C): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0965-4 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD III</p> <p>Language! Book "A" The Comprehensive Literacy Curriculum [Book] Greene, Jane Fell ISBN: 1-59318-262-7 \$35.00 Sopris West, Inc 2005 3rd edition Grades: 3-12 Adopted 6/22/05 for Language IH</p> <p>Language! Book "B" The Comprehensive Literacy Curriculum [Book] Greene, Jane Fell ISBN: 1-59318-320-8 \$40.00 SOPRIS WEST 2005 3rd Edition Grades: 6-12 Adopted 6/22/05 for Language IH</p> <p>Language! Book "C" The Comprehensive Literacy Curriculum [Book] Greene, Jane Fell ISBN: 1-59318-321-6 \$35.00 Sopris West, Inc 2005 3rd edition Grades: 6-12 Adopted 6/22/05 for Language IIH</p> <p>Language! Book "D" The Comprehensive Literacy Curriculum</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>[Book] Greene, Jane Fell ISBN: 1-59318-371-2 \$40.00 Sopris West, Inc 2005 3rd Edition Grades: 6-12 Adopted 6/22/05 for Language IIH</p> <p>Language! Book "E" The Comprehensive Literacy Curriculum [Book] Greene, Jane Fell, Ed.D. ISBN: 1-59318-375-5 \$40.00 Sopris West, Inc 2005 3rd Edition Grades: 9-12 Adopted 6/22/05 for Language IIH</p> <p>Language! Book "F" The Comprehensive Literacy Curriculum [Book] Green, Jane Fell ISBN: 1-59318-379-8 \$40.00 Sopris West, Inc 2005 3rd Edition Grades: 9-12 Adopted 6/22/05 for Language IIH</p> <p>Prentice Hall Literature: Bronze Level {7th grade} [California Ed] [Book] Kinsella, Kate, et. al. ISBN: 0-13-054803-0 \$60.00 Prentice Hall 2002 Student Grades: 07 Adopted 6/6/2002 for English 7</p> <p>Prentice Hall Literature: Copper Level {6th Grade} [California ed] [Book] Kinsella, Kate, et.al. ISBN: 0-13-054802-2 \$60.00 Prentice Hall 2002 Student Grades: 06 Adopted 6/6/2002 for English 6</p> <p>Prentice Hall Literature: Silver Level {8th grade} [California ed] [Book] Kinsella, Kate ISBN: 0-13-054804-9 \$60.00 Prentice Hall 2002 Student Grades: 08 Adopted 6/6/2002 for English 8</p>

<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Glencoe Math Course 1: Vol. 1 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-144011-5 \$15.00 Glencoe/McGraw-Hill 2015 1st Grades: 06-06 Adopted 5/28/2014 for Math 6</p> <p>Glencoe Math Course 1: Vol. 2 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 0-02-135911-3 Glencoe/McGraw-Hill 2015 1st Grades: 06-06 Adopted 5/28/2014 for Math 6</p> <p>Glencoe Math Course 2: Vol. 1 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-135914-1 \$15.00 Glencoe/McGraw-Hill 2015 1st Grades: 07-07 Adopted 5/28/2014 for Math 7</p> <p>Glencoe Math Course 2: Vol. 2 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-135916-5 Glencoe/McGraw-Hill 2015 1st Grades: 07-07 Adopted 5/28/2014 for Math 7</p>
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Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Glencoe Math Course 3: Vol. 1 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-138713-7 \$15.00 Glencoe/McGraw-Hill 2015 1st Grades: 08-08 Adopted 5/28/2014 for Math 8</p> <p>Glencoe Math Course 3: Vol. 2 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-138715-1 Glencoe/McGraw-Hill 2015 1st Grades: 08-08 Adopted 5/28/2014 for Math 8</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	<p>Focus on Earth Science - California Science [Book] Padilla, Michael J., Miaoulis, Ioannis & Cyr, Martha ISBN: 0-13-201274-X \$75.00 Prentice Hall 2008 1st Edition Grades: 06 Adopted 5/23/2007 for Science 6</p> <p>Focus on Life Science - California Science [Book] Padilla, Michael J., Miaoulis, Ioannis & Cyr, Martha ISBN: 0-13-201272-3 \$75.00 Prentice Hall 2008 1st Edition Grades: 07 Adopted 5/23/2007 for Science 7</p> <p>Focus on Physical Science - California Science [Book] Padilla, Miaoulis, & Cyr ISBN: 0-13-201270-7 \$75.00 Prentice Hall 2008 1st Edition Grades: 8 Adopted 5/23/2007 for Science 8</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>	<p>Creating America - A History of the United States Beginnings through World War I [Book] Rakove & Moya ISBN: 0-618-55949-3 \$75.00 McDougal Littell 2006 California Grades: 08 Adopted 5/10/2006 for Social Studies 8</p> <p>World History - Ancient Civilizations [Book] Carnine, Cortes, Curtis & Robinson ISBN: 0-618-53124-6 \$60.00 McDougal Littell 2006 California Grades: 06 Adopted 5/10/2006 for Social Studies 6</p> <p>World History - Medieval and Early Modern Times [Book] Carnine, Cortes, Curtis & Robinson ISBN: 0-618-53294-3 \$60.00 McDougal Littell 2006 California Grades: 07 Adopted 5/10/2006 for Social Studies 7</p>
<p>Foreign Language</p>	

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Health & Wellness: 6th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280605-9 \$54.00 Macmillan/McGraw-Hill 2006 California Grades: 6 Adopted 5/25/2005 for Health 6 Health & Wellness: 7th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280606-7 \$54.00 Macmillan/McGraw-Hill 2006 California Grades: 7 Adopted 5/25/2005 for Health 7 Health & Wellness: 8th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280607-5 \$54.00 Macmillan/McGraw-Hill 2006 California Grades: 8 Adopted 5/25/2005 for Health 8
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Davis Publications n/a 2007
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	NA

School Facility Conditions and Planned Improvements (Most Recent Year)

Frisbie Middle School, originally constructed during the 1960s, is currently comprised of 38 permanent classrooms, 14 portable classrooms, a cafeteria, a library, two computer labs, a staff lounge, athletic fields, and administrative offices. All facilities were thoroughly modernized in 2004. The cafeteria has also been under renovation since fall of 2007, with completion in January 2009. The chart displays the results of the most recent school facilities inspection as of December 2014. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Safety

The safety of students and staff is a primary concern of Frisbie Middle School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

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

Cleaning Process

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

Maintenance & Repair

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

Facility Improvements / Deferred Maintenance

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

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 8/13/14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Evidence of ants (Admin office)(Remedied on 8/13/14) Areas evaluated have accumulated refuse (track/football field)(Remedied on 8/13/14)
Electrical: Electrical	X			Lighting fixtures or bulbs are not functioning properly or missing (A10) (Remedied on 8/13/14) Problems with the HVAC system exist (B12) (Remedied on 8/13/14)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Toilet is leaking (girls locker room) (Remedied on 8/13/14) Fixture/apparatus damaged broken missing or unsecured (Remedied on 8/13/14) (covered eating area)

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 8/13/14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher out of date or missing monthly inspection sign-off (H8)(Remedied on 8/13/14) Fire extinguisher is missing tag (Remedied on 8/13/14) (A2) Fire extinguisher out of date or missing monthly inspection sign-off (Remedied on 8/13/14) (B10) Fire extinguisher out of date or missing monthly inspection sign-off (Remedied 8/13/14) Fire extinguisher out of date or missing monthly inspection sign-off (Remedied 8/13/14) (boys locker room) Fire extinguisher out of date or missing monthly inspection sign-off (Remedied 8/13/14) (girls locker room) Fire extinguisher out of date or missing monthly inspection sign-off (Remedied 8/13/14) (kitchen)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	52	46	53	52	51	54	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	40	40	40	42	44	44	54	56	55
Math	33	33	28	38	39	40	49	50	50
HSS	33	32	31	36	38	37	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	2	2
Similar Schools	7	5	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.3	19.4	20.2

* Percentages are not calculated 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	54
All Student at the School	53
Male	58
Female	47
Black or African American	51
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	52
English Learners	16
Students with Disabilities	17
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	C	-1	-11
Black or African American	C	1	-9
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	C	0	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	C	-6	-8
English Learners	C	-2	2
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents/Guardians and the community are very supportive of the educational program at Frisbie Middle School. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

Parents/Guardians are asked to attend parent/guardian-teacher conferences and Student/Teacher success meetings as they are scheduled.

State Priority: School Climate

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

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

School Safety Plan

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

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

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

The 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 Intruder on campus are held monthly.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	21.3	0.3	17.8
Expulsions Rate	0.5	0.0	0.6
District	11-12	12-13	13-14
Suspensions Rate	13.0	7.2	8.5
Expulsions Rate	0.2	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.75
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.4
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	607

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		26	25		25	32		17	12		47	52
English	22.6	25	26	18	11	11	14	8	9	10	15	18
Math	20.9	26	27	22	10	8	17	12	15	5	13	14
Science	26.3	28	27	7	5	7	9	13	9	13	11	16
SS	27.3	28	28	6	5	6	7	10	9	15	14	16

* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,476	\$41,761
Mid-Range Teacher Salary	\$68,666	\$66,895
Highest Teacher Salary	\$88,896	\$86,565
Average Principal Salary (ES)	\$104,227	\$108,011
Average Principal Salary (MS)	\$111,619	\$113,058
Average Principal Salary (HS)	\$119,133	\$123,217
Superintendent Salary	\$236,064	\$227,183
Percent of District Budget		
Teacher Salaries	38	38
Administrative Salaries	6	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,151.52	\$1,087.49	\$5,064.03	\$69,907.33
District	♦	♦		\$72,336
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			347.7	-3.4
Percent Difference: School Site/ State			8.0	-1.1

Types of Services Funded at Warren H. Frisbie Middle School

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

Professional Development provided for Teachers at Warren H. Frisbie Middle School

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

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

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through “Buy Back Days” has not been available for the past three years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative 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.

District Mission Statement

The mission of the Rialto Unified School District is to provide high levels of learning for all students and to inspire people to set goals that maximize their potential.

District Vision:

The Rialto Unified School District will be a leader in providing a quality education that prepares all students for their future.

District Core Values:

EXCELLENCE: We strive towards excellence in our pursuit of student achievement.

ACCOUNTABILITY: We are responsible for unleashing the maximum potential of each student, recognizing that our roles are critical in their success.

DIVERSITY: We embrace and celebrate the diversity, history and collective cultures in our community.

INTEGRITY: We respect and value our relationships based on honesty and compassion, and we are transparent in our actions.

COMMUNITY: We build positive partnerships for the benefit of our students and community.

SAFETY: We provide a safe educational environment.

Dr. John R. Kazalunas Education Center

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